DOCUMENT RESUME

ED 368 426 JC 940 233

TITLE Long-Range Plan, Phase II: Implementation Plan, 1994-1999. Holyoke Community College.
INSTITUTION Holyoke Community Coll., MA.
PUB DATE 94
NOTE 104p.; For a related document, see JC 940 232.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC05 Plus Postage.
DESCRIPTORS College Administration; *College Planning; Community Colleges; Diversity (Institutional); Educational Quality; Educational Trends; *Institutional Characteristics; Institutional Mission; *Long Range Planning; Mission Statements; Needs Assessment; *Organizational Objectives; Policy Formation; School Community Relationship; *Trend Analysis; Two Year Colleges
IDENTIFIERS *Holyoke Community College MA

ABSTRACT

The Long-Range Planning Committee at Holyoke Community College (HCC) in Massachusetts has devised a 5-year plan to help the college focus on its most important priorities as it seeks to grow and accommodate change. This planning document identifies seven major institutional goals, objectives comprised by each goal, long-range strategies to achieve the goals, and specific implementation strategies for the period January 1994 to June 1995. With respect to goal 1, which deals with curriculum development and instructional improvement, the report provides evidence of a growing demand for associate degree and certificate programs and short-term instruction; states objectives for the transfer, career, and certificate programs; recommends long-range strategies related to accreditation, needs assessment, the DACUM curriculum development process, and other areas related to curriculum and instruction; and presents a timeline for 17 specific strategies stating the person responsible and the outcomes required. Similar background information and planning strategies are provided for the remaining six goals: (1) increase access, retention, and completion rates of traditional and nontraditional students; (2) enhance student learning through the use of emerging technologies and new instructional methods and delivery systems; (3) serve the needs of an increasingly diverse student population by providing students with the skills, knowledge, and understanding needed to lead productive and peaceful lives in global society; (4) acquire and manage the human, fiscal, and physical resources of HCC to ensure their most effective use in carrying out HCC's mission; (5) strengthen the college's external relations; and (6) strengthen institutional effectiveness and outcomes assessment to improve the quality of programs and services. The plan includes seven appendixes detailing the program planning process; enrollment by curriculum; fall entrants persisting term to term; high school senior forecasts; population change demographics; detail assessment guide; and a list of the Long-Range Planning Committee members. (KP)

ED 368 426

JC 940 233

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
L. C. Coelen

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

INTRODUCTION

The Long-Range Planning Committee is one of the standing committees of the college's Faculty Senate. The committee is charged with the responsibility of developing and monitoring the collegewide long-range plan. To facilitate this process, the committee also provides direction to the divisional and administrative planning teams which provide valuable information for development of the collegewide plan. The committee meets bi-weekly during the academic year to carry out its work.

The college's planning process is designed to encourage campuswide participation. The committee is composed of six administrators, six faculty members, and two members of the professional staff. Five administrators are appointed by the President, and one division chair is elected by his or her colleagues. Each academic division elects a representative to serve on the committee. Representatives from the Learning Resources Center and Student Development are also elected by their colleagues. Divisional representation enables the committee to elicit ideas and comments from the entire professional staff since the planning committee member reports to the division at its regular monthly meeting. The members serve for three years and may be re-elected. Current members of the Long-Range Planning Committee are provided in Appendix G.

The plan is the result of two years of activity on the part of all members of the college community. Seventeen planning units developed long-range plans which were then synthesized to produce plans for each major administrative area. Two professional days were devoted to long-range planning, and open hearings were held at critical stages in the development of the plan. Prior to the open hearings, drafts of work in progress were sent to all full-time faculty and professional staff. Additional copies were available in key locations so that part-time employees and members of the classified staff could also review and comment on the committees' work. Goals and objectives developed in Stage I and approved by the Board of Trustees guided the development of this implementation plan.

One final comment is in order. The plan is intended to help the college focus on its most important priorities as it seeks to grow and accommodate change. It identifies major campuswide goals and provides guidance and impetus for ways to achieve these goals by including examples of implementation strategies. These strategies are not intended to be limiting. In practice, the process of implementing these strategies generally triggers the kind of creative problem solving that leads to additional implementation efforts that exceed and enrich the institution. The long-range plan is a dynamic document. It will be updated annually and will evolve over time as goals and implementation strategies are clarified and as unforeseen circumstances provide the college with new challenges and opportunities.

TABLE OF CONTENTS

PLANNING GOALS

GOAL 1: Respond to the Growing Demand for Associate Degree/Certificate Programs and Short-Term Instruction by Offering a Comprehensive Assortment of Curricula and Enhancing the Quality and Currency of Programs/Courses 1

GOAL 2: Increase Access, Retention and Completion Rates of Traditional and Nontraditional Students 12

GOAL 3: Enhance Student Learning Through the Use of Emerging Technologies and New Instructional Methods and Delivery Systems 30

GOAL 4: Serve the Needs of an Increasingly Diverse Student Population by Providing Students with the Skills, Knowledge and Understanding Needed to Lead Productive and Peaceful Lives in a Global Society 38

GOAL 5: Acquire and Manage the Human, Fiscal and Physical Resources of the College to Ensure Their Most Effective Use In Carrying Out the Mission of the College 50

GOAL 6: Strengthen the College's External Relations 67

GOAL 7: Strengthen Institutional Effectiveness and Outcomes Assessment to Improve the Quality of Programs and Services 74

APPENDICES

Program Planning Process .... Appendix A

HCC Fall Day Division Enrollment by Curriculum .... Appendix B

New Fall Entrants Persisting Term to Term: 1985-1992 .... Appendix C

Public and Private High School Senior Forecasts: 1995-2005 .... Appendix D

Hampden and Hampshire Counties Population Change by Age Group: 1990, 1995, 2000 .... Appendix E

Detail Assessment Guide .... Appendix F

Long-Range Planning Committee Members .... Appendix G

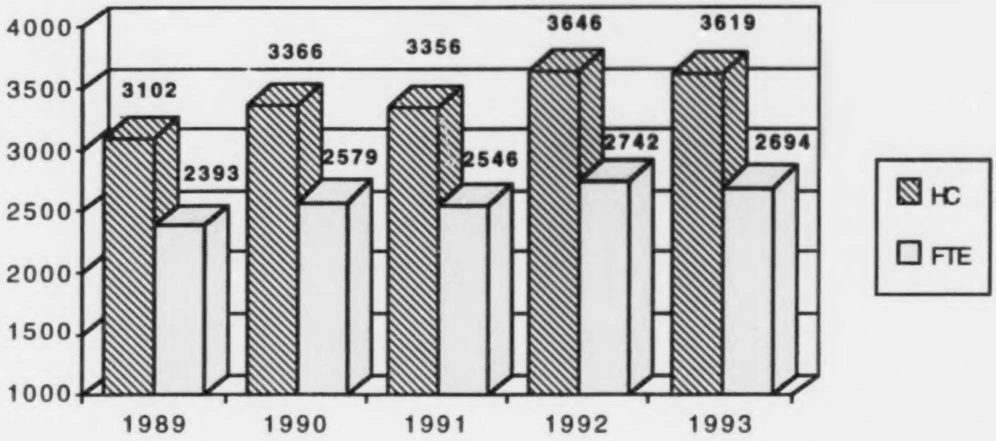
GOAL 1: RESPOND TO THE GROWING DEMAND FOR ASSOCIATE DEGREE/CERTIFICATE PROGRAMS AND SHORT-TERM INSTRUCTION BY OFFERING A COMPREHENSIVE ASSORTMENT OF CURRICULA, AND ENHANCING THE QUALITY AND CURRENCY OF PROGRAMS/COURSES

Holyoke Community College, founded in 1946 as a junior college in the City of Holyoke, is experiencing some of the highest enrollments in its history. Demand for transfer programs is at an all-time high, and the accelerated pace of change in the workplace has increased demand for career training and retraining programs at the college. While rapid increases in enrollment may be due in part to the counter-cyclical nature of enrollments relative to the economy, there are compelling reasons to believe that demand for associate degree and short-term programs will remain high. "Junior colleges" no longer, community colleges have become a pivotal part of our higher education system and promise to play an even more central role in the years ahead. Eighty percent of the new jobs that will be created in the next decade will require an education beyond the high school level, but only one-third of these jobs will require four years of college. The associate degree is rapidly replacing the high school diploma as the minimum requirement for meaningful employment. Growing competition and economic restructuring is increasing the demand for short-term retraining and certificate programs. Business and industry are turning to community colleges to provide necessary training and retraining of their workforce with much greater frequency than in the past. The number of individuals seeking a bachelor's degree who begin their college education at a community college is on the rise and will continue to increase as long as the cost of attending a four-year institution remains beyond the reach of low income and many middle income wage earners. Community colleges, through 2+2+2 programs and joint admissions programs, will remain a vital link in the progression from high school through the baccalaureate degree.

Since its inception, Holyoke Community College has traditionally served low income/first generation college students. The college will continue to attract and serve the growing number of educationally and financially disadvantaged populations in the region. Holyoke Community College, with its focus on teaching as a primary mission, excellent geographic access within the region, and a history of open door admissions and expertise in teaching students from diverse educational backgrounds, will remain the college of choice for an increasing number of students of all ages and backgrounds.

Over the past five years, Day Division enrollments at Holyoke Community College have grown by 17%. In the fall of 1993, a total of 3,619 Day Division students were enrolled at the college.

Day Division Fall Enrollments: 1989-1993



A substantial portion of all students coming to the college intend to go on to obtain a baccalaureate degree. At the present time, approximately 50% of Holyoke Community College graduates continue their education in the first year following graduation and an even higher percentage enroll at a four-year institution within five years of graduating. At the same time, a significant and growing number of students come to Holyoke Community College seeking career-oriented programs and training geared to current job market opportunities. Thirty-nine percent of fall 1993 day students were enrolled in career programs.

Ensuring that existing curricula reflect the current requirements of transfer institutions and/or prepare students to meet the expectations of employers will require a regular and systematic process of review, evaluation and modification. Prospective students, transfer institutions and employers will also seek assurances of program quality which can be provided by external accrediting groups. Equally important will be the need to identify and respond to opportunities to prepare individuals for new growth industries and emerging occupations. Only by being responsive to area needs can the college be a positive force in the economic development of the region. In the future, changes in curricula offerings will be more frequent and more far-reaching than in the past as the college seeks to maintain an array of programs which meet the expectations of employers and transfer institutions. Technological change and economic restructuring ensure that curricula must be adapted to keep pace with changes in nearly every discipline. At the same time, there will be an ongoing need to delineate and emphasize the critical competencies which transcend new and changing technological applications of fundamental principles. The college can no longer depend primarily upon faculty or even advisory boards to informally identify opportunities for new curricula or the need to revise existing programs. The speed and complexity of change requires that the college develop a process for regularly monitoring industry needs and conducting formal studies to identify the need for new or revised courses and/or programs.

Although the majority of students enrolled in Day Division programs will continue to be degree oriented, the college will be called upon to serve an increasing number of nontraditional students who are not degree oriented. While some will be deficient in basic skills, others will be college graduates. Projections indicate that the use of new technology in the workplace is dramatically changing the nature of occupations in our society. The average worker will change careers several times in his or her lifetime. These adult students will come to the college to acquire specific career-related skills needed to qualify for new career opportunities. The traditional format of 15-week semesters and three class meetings a week will not meet the needs of these individuals who are eager to acquire new skills and return to the work force.

Responding to new demands and opportunities and implementing needed change will require maintaining an institutional resiliency which has been greatly tested over the past five years. Steadily increasing enrollments combined with significant cuts in state support have stretched the human and physical infrastructure of the college to their limits. The impact of stretching diminishing resources to meet growing demands has been felt by virtually every part of the institution. It is vital, therefore, that the college invest in strengthening its academic, student support and administrative infrastructure with the same vigor and purpose that it will direct toward renovating and expanding its physical infrastructure.

At present, this institution is ill-prepared to deal with an increasing student body seeking a broad array of transfer and career programs. Lack of space, a rigid 15-week semester system, a shortage of short-term training programs, and a cumbersome curriculum development process hinder efforts to respond to new demands. The college must seek new ways of doing things and eliminate unnecessary constraints which are within the institution's ability to change. Changing needs and demands require that the institution adapt services and programs and adopt new modes of delivery to effectively carry out its mission. What makes this task so challenging is the scope of educational needs to which the college must respond. Through a proactive and planned response, and strategic use of limited resources, the college will meet these challenges.

OBJECTIVES TO MEET GOAL 1

In order to fully respond to growing demand and offer a comprehensive assortment of curricula and enhance the quality and currency of programs and courses at Holyoke Community College, the college will pursue the following objectives:

- Ensure that transfer programs meet the needs of transfer students and the requirements of major transfer four-year colleges and universities in the region.
- Ensure career curricula meet the requirements of area employers and national standards.
- Regularly evaluate all curricula to ensure that they meet institutional standards as well as those of accrediting groups.
- Develop and secure funding for new associate degree and certificate programs in high growth areas.
- Expand the assortment of certificate programs and special courses in high growth areas for students who are seeking short-term training in order to prepare for employment.
- Implement new instructional formats and environments to enhance teaching and learning.
- Expand the amount and flexibility of space available to accommodate program needs.

LONG-RANGE STRATEGIES TO ACHIEVE GOALS

Holyoke Community College has a well-earned reputation for excellence which provides a solid foundation for developing and maintaining outstanding programs to meet the needs of a growing student body with diverse goals and educational needs. However, in the future the college will have to devote considerably more time, effort and resources to curriculum development than it has in the past. The advent of new technology, a global economy, and the rate at which society is acquiring new knowledge will require colleges to regularly review and revise curriculum offerings. Holyoke Community College will implement a variety of policies and procedures to ensure that the institution continues to offer a contemporary assortment of programs and courses of a quality that will enable students to meet the expectations of employers and transfer institutions.

Nearly one-half of HCC's graduates continue their education in their first year out, and there are numerous factors which contribute to the college's strengths as a transfer institution. The college offers a wide variety of high quality transfer programs, and a majority of the students enrolled at HCC are in Arts and Science based curricula. In addition, with 15 colleges in a 20 mile radius, the college is located in a region which is rich in local transfer options because of the large number and variety of four-year institutions in the area. Having a diverse array of baccalaureate programs within easy commuting distance is particularly attractive to the kinds of students served by the college. The strength of informal and formal ties among faculty at these institutions and HCC's outstanding academic reputation further enhance the transfer opportunities of students attending Holyoke Community College. As the popularity of dual admissions programs grows, the number of students coming to the college intending to transfer will increase. The demands upon college staff providing transfer support will also increase, requiring a greater degree of automation of routine transactions so that needed support services can be provided to a growing number of transfer students. It will also be important for the college to further develop its capacity to evaluate the academic preparation of its transfer students and the effectiveness of dual admissions programs through improved follow-up evaluation techniques. Transfer programs at the college will also benefit from a more regularized program evaluation process which will include community college and four-year college faculty, as well as input from transfer students themselves.

At the present time, associate degree programs in Business, Nursing, Radiological Technology and Veterinary and Animal Science are accredited by external groups. During the past year, the Nursing Program was re-accredited by the National League for Nursing for a full eight years, and the Business Division successfully sought the accreditation of all of the division's associate degree programs by the Association of School and Colleges of Business. Although the process of securing accreditation is time consuming and can be costly, it demands systematic and comprehensive internal review that is compatible with excellence. External accreditation also provides students, employers and transfer institutions with evidence that the college's programs meet known standards of quality. In order to maintain its reputation for high quality programs, the college will continue to seek accreditation, re-accreditation and professional recognition for those programs for which they are recognized, and appropriate external accrediting and licensing groups.

In addition to seeking and utilizing existing accreditation processes to maintain program quality, the college will take steps to ensure that all curricula are responsive to the interests of students as well as the needs of area employers and/or the requirements of transfer institutions. A process for identifying high demand and declining demand curricula was established a decade ago in the 1982 long-range plan. This process, which examines the long-range potential of programs based upon historical and current information about program applications, enrollments and transfer and job placement rates, has served the college well and will be continued. Programs which exhibit patterns of declining demand will be evaluated to determine what steps can be taken to strengthen the program or whether the program should be suspended or eliminated. High demand programs will also be evaluated in order to determine the potential for growth, as well as the resources which will be required to support increased enrollments. (See Appendix A for a detailed description of the review process.)

The college needs to consider a similar process for monitoring and responding to changes in the demand for courses and disciplines. While the college cannot afford to continue to offer an assortment of courses in disciplines which are chronically undersubscribed, some courses and/or disciplines are more central to the college's mission of postsecondary education than others. Disciplines or related course offerings that are experiencing declining demand should be subject to a comprehensive review process which considers other factors related to centrality of mission as well as enrollment.

An accelerated rate of change in the external environment will require that the college identify emerging needs and evaluate alternative opportunities. The college needs to enhance its ability to conduct ongoing job market exploration and training needs assessment within the region if it is to stay abreast of the rapidly changing work force needs of the region. National, state and regional studies have projected high growth occupations in fields such as health care, law enforcement and technology-based industries. Management occupations and service industries also have strong growth potential. Business and industry must obviously play a central role in identifying and assessing opportunities. Although advisory boards do exist for most career programs, many of these boards have not been used to their full potential. The college needs to revitalize and use these groups more systematically to enable them to play a vital role in initiating program and course development and modification.

As demands upon the college increase, the college needs to develop clear criteria for evaluating alternative opportunities. Clearly the college cannot afford to pursue every possible idea, nor does it have the expertise to do so. New curricula should build on existing strengths such as facilities, existing industry relationships, faculty expertise, and instructional equipment. While the college should not rule out addressing the needs of emerging industries, duplicating programs at other area colleges is less productive than expanding offerings in growth areas where HCC has already established a reputation for excellence.

The DACUM process is one way in which input from area employees can influence curricula revision and development at the college. Through the use of volunteer employees currently working in the field, the DACUM process employs a structured brainstorming process to develop a job description with skill development and behavioral objectives for a position in a targeted field. Teaching and learning objectives are then developed from identified and verified skill and behavioral objectives and incorporated into the curriculum. The DACUM process identifies required worker knowledge bases, future trends in the industry, a description of supplies and equipment utilized by the employee and worker knowledge and skills required for success on the job. Such information is vital to maintaining up-to-date programs targeted to the needs of local employers. To date, the DACUM process has been utilized to design new associate degree and certificate programs including Day Care Administration, Culinary Arts, Computer-Aided Design, PC Technician, and Tourism and Conference Management.

Although the DACUM process was initially developed to help schools and colleges design new programs, it can also be used to evaluate and update existing programs. Both the Nursing and Office Administration programs have been the subject of DACUMs and coordinators of other programs have also expressed an interest in conducting a DACUM in order to revitalize or rejuvenate a mature program. While the DACUM process is clearly applicable to career-oriented programs, other colleges have found it equally effective as a means of strengthening transfer programs. By requiring that each curriculum or group of closely related curricula periodically be the subject of a DACUM or another effective evaluation process, the college can ensure that degree and certificate programs continue to meet the needs of students, employers and/or transfer institutions. Course and program competencies periodically identified through the DACUM process can also help the college identify appropriate student outcomes for each curriculum.

Advisory boards and even individual faculty can identify potential opportunities, but they cannot be expected to conduct the type of study that is needed to justify and quantify potential opportunities. Nor can they be expected to organize, conduct and validate DACUMs. In order to forecast, prepare for and support curriculum change, the college needs to provide the staff support needed to explore and document opportunities as well as coordinate the development or revision of associate degree and certificate programs.

A cumbersome and lengthy program approval process impedes the Day Division's ability to offer new courses in a timely manner and discourages curriculum development. Although DCE has the ability to fast-track new credit courses, no comparable process exists in the Day Division. Frequently, even when resources have been identified, it takes six to twelve months to complete the program/course approval process. Some of the delay may be due to external approval processes beyond the college's control, but some adjustments in the college's internal program approval procedures could speed Day Division curriculum development. The current process is not consistent with the pace of change required to meet the needs of an increasingly diverse student body, as well as changing requirements at transfer institutions and in the workplace. The college needs to revise this policy in a manner that permits a timely response to changing needs, encourages pilot testing of new ideas and ensures that quality standards are maintained.

The college's mission extends beyond serving students who seek associate degree programs and encompasses ". . . credit and noncredit courses and programs which address the job training, certification and retraining needs of individuals, as well as local agencies, business and industry groups." One of the strengths of the college's associate degree curriculum is that it provides a strong foundation in communication and critical thinking skills required in the job market today. But the college also recognizes that in order to better serve individuals and groups seeking job-related skills training, the college needs to strengthen its ability to provide short-term job specific training. Some work force development initiatives will be funded by individual businesses who contract for job-specific training in order to upgrade existing workers or train new workers. The statewide network, MASS-NET has enabled community colleges to jointly pursue opportunities to provide contract training and expand collaborative efforts with other institutions. Government agencies will continue to provide funds to train individuals who are not prepared to fully participate in the workforce. Some training initiatives will serve individuals who lack basic skills as well as job-specific skills, others will focus on retraining dislocated workers. Nearly all government funded training funds will be awarded on the basis of competitive proposals. In order to participate in workforce development initiatives, the college will have to devote more effort in identifying funding sources, designing programs that allow for open entry/open exit and preparing competitive proposals.

The college must also resolve other barriers such as the lack of instructional space and underutilized space. With enrollments at high levels, the lack of space is a significant barrier to the expansion of both credit and noncredit offerings. However, the lack of dedicated space for programs of varying duration which provide 6 to 8 hours of instruction per day is a major barrier to the college's participation in workforce development initiatives. While the college can secure off-campus space which is suitable for basic skills instruction, job training implies hands-on skills training that requires specially equipped laboratory facilities. The college will benefit from improving the utilization of space where possible and re-examining the manner in which classes are scheduled in laboratories in order to make available blocks of time for potential job skills training programs.

During the next 12 to 18 months, the college will implement the following strategies in order to offer a comprehensive assortment of curricula and enhance the quality and currency of programs and courses:

IMPLEMENTATION STRATEGIES FOR GOAL 1 FOR THE PERIOD JANUARY 1994 TO JUNE 1995

1. By March 1994, each Dean will submit a report to the Vice President for Academic Affairs on the requirements/standards of those external associations which are recognized accrediting agencies for associate degree and/or certificate programs currently offered at the college.

2. By September 1994, the Vice President for Academic Affairs in consultation with the Deans, will present to the President a plan and schedule for securing program accreditation for appropriate external groups.

3. By December of 1994, and annually thereafter, the Director of Institutional Research will prepare a report for the President on declining demand and high growth programs.

4. The Director of Institutional Research will annually update and distribute to Vice Presidents and Deans a retention report identifying high risk courses as per guidelines developed under the Title III project ending in 1993.

5. By August 1994, the Vice President for Academic Affairs will establish a five-year cycle of reviews for all programs offered by the college and establish a mechanism to assure that such reviews are appropriately carried out. The first round of reviews will be initiated in September 1994.

6. The college will seek ways to provide computerized access to transfer course equivalency guides for advising transfer students.

7. The college will seek funding to develop the capacity to electronically transfer academic and financial aid information.

8. The Director of Institutional Research will design, implement and periodically publish a one- and five-year transfer follow-up survey which tracks placement, retention and academic achievement of HCC transfer students.

9. The college will seek to provide the ongoing capacity to research curriculum opportunities, conduct DACUMs on new and existing curricula, and coordinate the development and revision of associate degree and certificate programs.

10. The college will continue to seek and implement dual admissions agreements with four-year colleges in the area.

11. By January 1995, the Vice President for Academic Affairs, the Vice President for Continuing Education and Community Service and the Deans will review existing program advisory boards and identify appropriate steps to be taken to revitalize and systematically utilize program advisory boards.

12. The Director of Resource Development will work with administrators and faculty to identify appropriate funding sources to support the development or implementation of new associate degree and certificate programs.

13. By October 1994, the Vice President for Academic Affairs will establish a task force to review the curriculum/course approval process and make recommendations on how the process can be made more timely. The task force will complete its work by January 1995.

14. By February 1994, the Vice President for Continuing Education and Community Services will complete a search for a Coordinator of Workforce Development programs.

15. By January 1994, the Vice President for Administration and Finance will establish a task force to explore short-term solutions to expand space for short-term training programs.

16. By June 1994, the Vice President for Administration and Finance will report on the architectural review of the deployment of existing space for central functions including the Admissions Office, the Registrar's Office, DCE and the Financial Aid Office.

17. By April of 1994, the Vice President for Administration and Finance will establish a task force to assess the needs for additional academic space to house programs and services related to technology.

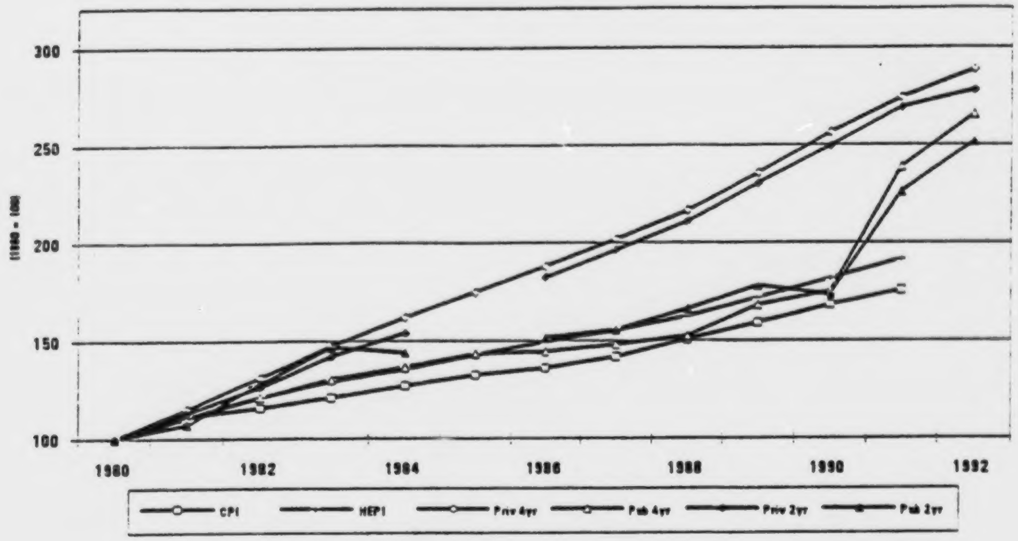
GOAL 2: INCREASE ACCESS, RETENTION AND COMPLETION RATES OF TRADITIONAL AND NONTRADITIONAL STUDENTS

For nearly half a century, Holyoke Community College has attracted and served a high percentage of low income and first generation college students, many of whom would never have continued their education without the opportunities and support provided by the college. A commitment to access, firmly rooted in the community college mission, is the driving force behind the college's determination to provide high quality programs at affordable costs. Throughout its 47-year history, Holyoke Community College has placed primary emphasis upon the development of quality programs, access to challenging courses and the pursuit of excellence. Over the years, the college has built a strong reputation in the region as a transfer institution, and career program graduates have experienced consistently high job placement rates upon graduation. Enrollments at the college have grown significantly, and retention rates are above the average of other public two-year institutions in the Commonwealth. (See Appendix B and C for detailed enrollment and retention data.) The college seeks to maintain these strengths as it undertakes initiatives to address the increasingly diverse educational needs of a growing and changing clientele.

There are two fundamental issues which the college will confront as it addresses the topics of access and retention in the future. The first is the problem of increasing reliance upon student fees and tuition to pay for the costs of educational programs and services. Inadequate levels of state support for public institutions in the Commonwealth have become a significant barrier to access and retention of low income students as the pressure to raise tuition and fees as an antidote to declining state support has begun to place the cost of a degree beyond the reach of those who would benefit from it most. The college must, therefore, adopt strategies aimed at reversing this trend. Although Chapter 5 deals with the issue of resources in greater detail, it is important to recognize its significant impact on access and retention. Since 1985, an unprecedented decline in state support, coupled with increasing enrollments, has led to a significant increase in the percentage of revenue derived from tuition and fees. As the percentage of community college operations supported by taxpayers declined in Massachusetts, the percentage of college revenue coming from tuition and fees increased from 22% to 30% in a two-year period between 1988 and 1990. Since

1990, increases in student tuition and fees at public community college tuition and fees in Massachusetts have outpaced both the Consumer Price Index (CPI) and the higher education price index (HEPI).

MA: College Costs and Inflation



*Source: Massachusetts Institute for Social and Economic Research, Univ. of Mass. at Amherst.

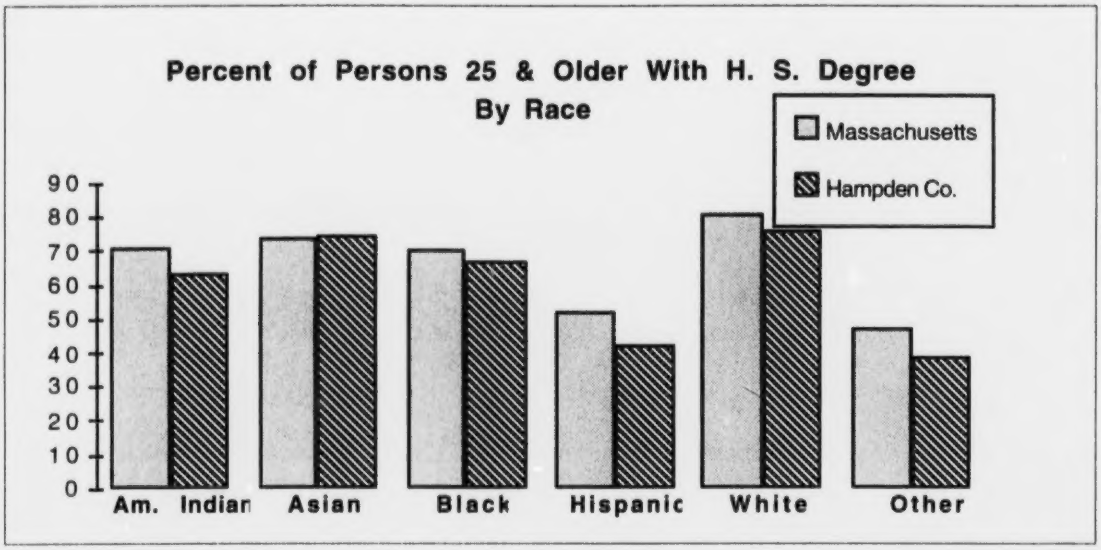
Continuing to increase costs to students is not a viable path to pursue for the future. Since 1987, students at Holyoke Community College have already experienced a 42% increase in tuition. Federal cutbacks and regulatory changes during this period have restricted eligibility for financial aid. Continuing economic restructuring and layoffs have left many in the region underemployed or unemployed. Holyoke Community College is the first point of access to a college education for many citizens, particularly those of lower incomes. In order to safeguard continuing access, the college must seek ways to contain student costs and reduce its reliance upon student fees and tuition increases to fund needed programs and services.

The second major challenge confronting the college with regard to access and retention is that of establishing a clear set of priorities. The widening range of educational needs of the increasing numbers of traditional and nontraditional students coming to the college will tempt the institution to spread its limited resources too thin. The college must guard against losing focus and strive for consensus regarding the institution's most important priorities relating to access and retention as new and more complex demands are placed upon the institution.

In the past, the college has actively sought federal, state and private resources to expand outreach efforts and improve student retention and academic achievement at the college. Many of these initiatives have achieved notable success, even during a period when the rising cost of education, changing demographics and measures taken to raise academic standards could have had an adverse impact on access and retention. A Massachusetts Department of Medical Securities grant to prepare minority and other underrepresented groups to successfully compete for admissions into the Nursing Program has significantly increased the number of minorities in the Nursing Program. The Nursing Career Pathway Program, offered through DCE, has won national acclaim for enabling nontraditional part-time students to earn a Baccalaureate nursing degree through the NY Regents' Program. The federally funded Student Support Services Program, which provides academic and other support services to 175 low income, first generation and/or disabled students, has resulted in rates of retention, academic achievement, graduation and transfer for participants that exceed all-college rates. A broad range of Title III funded activities aimed at improving student retention and achievement for the college as a whole, significantly narrowed the gap in retention rates between ethnic minorities, primarily Hispanic students, and white students over a three-year period between 1988 and 1991. But the college must now reach beyond these targeted efforts at expanding outreach and improving student retention and build a more permanent institutional capacity to address the increasingly diverse needs of a growing number of both traditional and nontraditional students.

The number of traditional high school students seeking to enroll at the college will continue to increase as the number of Massachusetts high school graduates starts to rebound in 1994 (See Appendix D for high school senior forecasts for the region). Nearly half of these high school graduates will come to the college without the basic skills required for college level work. In the 1993 fall semester, 49% of new entrants required a developmental writing course, 85% were not prepared for college level algebra and as many as 33% lacked the most basic mathematical and computational skills. Many students also require further development of their critical thinking skills in order to successfully complete their academic studies and perform effectively in the world of work. Some of these students will require more time than others to complete their developmental course of study. However, along with the underprepared high school graduates, there are also a growing number of students with prior college experience and degrees enrolling at the college. In addition, substantial numbers of relatively well-prepared college oriented high school graduates are attracted to the college's high quality transfer programs and the low cost alternative of dual admissions.

The number of adults or older students served by the college will also increase. Economic restructuring and a depressed economy have created a growing number of unemployed and displaced workers seeking training for new careers and job skills enhancement. These economic changes are producing a growing demand for job skills enhancement and short-term training programs which are offered on a more flexible basis than the traditional 15-week semester program. In addition, changes in the labor market have reduced the number of jobs in the Commonwealth available to those without a high school diploma. As shown on the following page, census figures indicate that the percentage of the adult population lacking a high school diploma is significantly higher in Hampden County than in Massachusetts as a whole. As a result, the demand for high school equivalency (GED) preparation and basic skills development will continue to increase.



The number of racial, ethnic and linguistic minorities enrolling at the college will also continue to grow, reflecting the rapidly changing demographic profile within the region. Minority populations, Hispanic in particular, are the fastest growing segment of the population in the region. A significant number of Hispanic students coming to the college, many of whom are the first generation in their family to attend college, will need ESL and/or transitional support to successfully meet the challenge of learning in a second language. Other non-native English speakers will also come to the college in increasing numbers as the turmoil in other parts of the world increase the influx of foreign populations in the region. As a result, ESL programs and services will need to meet the needs of an increasingly diverse ESL student population.

As people turn to education to solve pressing social and economic ills facing the nation today, state and federal welfare reform and economic development initiatives will mandate action or create opportunities that are expected to bring a significant number of students to the college. They will enroll, at least initially, because continuing benefits or services are tied to their participation in furthering their education. In the fall of 1993, for example, a MassJobs initiative resulted in 250 welfare recipients becoming full-time students at Holyoke Community College. These kinds of initiatives will provide new opportunities as well as pose new challenges for the college. While these programs are intended to provide crucial skills to many individuals who at present are ill equipped to fully participate in the economic well being of the region, they will also result in a new kind of enrollment at the college. For the first time, a significant number of students will be attending the institution, not by choice, but because some external agency has mandated their participation. If past experience is any guide, the college will have to be aggressive in lending its expertise to help formulate these initiatives in order for them to be workable and capable of achieving intended results. Effective dialogue between educators and policy makers will be essential to ensure that expected outcomes are realistic, demands upon students and the college are reasonable, needed support systems are in place, timeframes are workable and evaluation methodologies are appropriate.

In recent years, a greater number of students with physical and other disabilities have enrolled at Holyoke Community College. The accessibility of the campus, the availability of support services, the growing number of Chapter 776 students seeking postsecondary education and changes prompted by federal Americans for Disabilities Act are all factors which will contribute to a continuation of this trend. The college will need to continue to improve access and support for a growing number of disabled students with diverse physical, emotional and learning needs.

A changing clientele will challenge the college to become more sensitive and responsive to the needs of students who will come from more diverse backgrounds and have a wider range of prior educational experience than in the past. Many students will have significant family and work responsibilities to manage in addition to their schooling. Affordable child care will continue to be an important factor in promoting the retention and performance of parenting students, particularly low income, single parents seeking to further their education while working and caring for young children. Changing educational needs and characteristics of students will require institutional change. Furthermore, the rising cost of education, declining financial aid, and an uncertain economic future mean that the sacrifices required to attend college and the expectations of the benefits received have increased. It is not only legislatures and funding agencies who are voicing concerns about assurances of quality and measurable outcomes. Students are reluctant to enroll or remain at an institution which is unresponsive to their needs. Students, particularly adults, are likely to be more informed consumers and less tolerant of policies, programs, and facilities which they feel are inappropriate or of less than adequate quality. To be the college of choice in the future for a broad spectrum of the population, Holyoke Community College will need to seek ways to become more flexible in terms of course schedules, service hours, modes of access, instructional styles and policies regarding the recognition and validation of prior learning. The college will also need to strengthen its capacity to systematically evaluate student needs, establish priorities for coordinated approaches to the delivery of services, support innovative and more effective approaches to improving teaching and learning and expand and use information about student access, retention and learning outcomes.

Improving access, retention and academic performance will be accomplished through the implementation of the objectives outlined below.

OBJECTIVES TO MEET GOAL 2

Increasing Access

- Increase the level of state funding so that a smaller percentage of the costs of obtaining an education will be borne by students
- Provide pre-enrollment assessment and career counseling for all new students, especially high risk students
- Explore satellite locations for optional instructional space
- Increase the flexibility of scheduling of instructional programs and college services
- Expand outreach efforts to under represented groups and heighten the visibility of programs and services offered by the college
- Seek strategies and funds for providing additional financial support to supplement financial aid awards for needy students
- Enhance collaborative efforts with secondary schools and strengthen GED and adult literacy/basic education programs in the region
- Improve public transportation to the college
- Further modify the campus to improve access for disabled students and expand the counseling, adaptive computing and other services for disabled students
- Monitor and evaluate outreach, admissions and assessment efforts on a regular basis

Increase Retention and Completion Rates

- Provide independent access to self-paced, diagnostic, computerized basic skills laboratory instruction which is integrated with tutorial and classroom learning
- Improve and expand transitional programs for groups of students requiring similar kinds of academic and personal support to successfully make the transition to college-level work
- Improve student access to information to help them make more informed decisions
- Provide routine information to faculty and staff to assist them in improving student retention and achievement
- Maintain and improve the access, safety and appeal of the physical environment
- Explore alternative teaching strategies, including teaching communities, to enhance learning and peer support

LONG-RANGE STRATEGIES TO ACHIEVE ACCESS GOALS

Sound access initiatives lead to good retention rates. Improving pre-enrollment assessment and counseling for all incoming students is a case in point. Prospective students are coming to the college with a wider range of academic preparedness and career interests than ever before. Many of these students begin with below college-level basic skills. Although the college has a mandatory testing program to determine students' proficiency in English and mathematics, it does not currently have a system of computerized testing which can provide timely, detailed assessments of students' academic strengths and weaknesses. In addition, recent experience has shown that an increasing number of new students are seeking admissions without clear career or academic objectives and with little knowledge about how to select an appropriate major. Educational planners, who assist students with their schedules, often do not have sufficient information about the nature of students' basic skills strengths and deficiencies or career interests, and many students are not in a position to make informed choices about their course of study. As a result, the scheduling process is, at times, haphazard, particularly for students who have not made a commitment to enroll until late in the process. Accordingly, too many students make ill-advised decisions about majors and suffer the consequences of inappropriate course placements. This is detrimental to academic performance and retention. Students who do not get off to a good start are less likely to succeed academically or to complete their planned course of study.

To correct these deficiencies, the college will establish an Educational Planning Assessment and Counseling Center. The center will be designed to be "user friendly" for prospective students, providing them with a variety of computerized testing and assessment tools and academic and career counseling services. All new students, including transfer students, will be assessed and counseled prior to registering for courses. Assessment tests will be used to develop alternative instructional strategies to address students' educational interests and basic skills deficiencies. Pilot tests have indicated that use of computerized placement and assessment testing cannot only increase efficiency of test administration, but also reduce the inconvenience and stress associated with placement testing. Tests also provide detailed information which can be used to target remediation efforts to address specific skill deficiencies. By establishing a comprehensive system of pre-enrollment assessment testing and counseling, the college will increase student access, retention and completion rates by improving its capacity to identify student needs at the time of admission, to assure appropriate course placements and to provide the kinds and intensity of services and programs required to address the needs of an increasingly diverse student body.

The college will also enhance access by taking steps to alleviate its shortage of space. The college has operated in the same buildings without major reconfiguration for the past 20 years. The campus now houses computer labs, academic programs, and support services never envisioned when the campus was designed and built. During the past several years, Day Division enrollments have increased by 17% with little or no advertising. The scarcity of storage and classroom space is now a critical factor constraining efforts to develop and expand programs. Targeted outreach to increase enrollments of underrepresented groups at the college are also hindered by the lack of space. There is no doubt that more students can be attracted to Holyoke Community College through heightened visibility of programs and services offered by the college, but a scarcity of dedicated classroom, laboratory and support space, particularly at peak periods of the day, restricts the ability of the college to expand enrollments. In order to reduce these barriers to student access, Holyoke Community College will pursue several strategies.

The institution will seek to extend the college day and adopt new approaches to the delivery of programs and services. The college will take this opportunity to carefully evaluate and adjust scheduling of both Day Division and DCE classes and programs to make more efficient use of limited space and improve utilization during off-peak periods. The college will take steps to identify and recruit specific groups of students who would prefer to use college facilities at nonpeak periods such as late afternoon or weekends. By offering an assortment of courses later in the day between 2:00 and 6:00 p.m., the college can address the needs of both Day and DCE students during this corridor of time. It will also be important to develop the flexibility to accommodate students with a variety of program starting dates. Many colleges have found that various forms of "rolling admissions" help even out administrative work load and provide more flexibility to meet short-term training needs. The institution will also endeavor to develop more flexible staffing patterns to extend services into the evening and reduce overload on services in peak periods during the day. In addition, the college will explore the feasibility of instituting weekend college programs and expand the use of the campus for intensive courses during the summer and intersession to enhance access to programs. The college will also seek additional temporary space to meet critical space requirements which cannot otherwise be met. Finally, as the scheduling of courses changes and the college day is extended, improving public transportation to the college, particularly in the evenings, will be crucial for providing access to students without their own transportation.

Although Holyoke Community College has a comparatively compact and accessible campus, much remains to be done to modify physical facilities and to improve access to adaptive technology to assist students with physical and other disabilities. The college will support requests for capital funds, as well as the use of local funds to implement the plan of improvements and modifications identified in its recently developed Americans with Disabilities Act (ADA) plan to reduce barriers for students with disabilities. With the assistance of the Statewide Adaptive Computing Network, of which the college is a member, Holyoke Community College will develop a strategic plan for the acquisition and use of adaptive computing devices to assist students with a variety of disabilities.

The college has had successful experience with outreach efforts to secondary schools in the region and knows that these efforts do make a difference in the lives of many youths who otherwise might not finish high school or go to college. Through Holyoke Community College's cooperative education program, the Skills Training Enrichment Program (STEP) and "adopt a class" and other initiatives, the college provides academic support to needy secondary school students and encourages them to continue their education and assists them in achieving in the world of work. The college will expand its current outreach efforts and, in the process, will target high achievers as well as potential drop-outs. The college will seek ways to assist area high schools seeking to provide needed enrichment for gifted and talented students. The college will also develop programs and services to reduce the rate of high school drop-outs by encouraging students to complete high school and providing academic support services that will enable them to prepare for college and/or make a successful transition from school to work. These efforts will be particularly important in urban school districts, such as Holyoke and Springfield, where high school drop-out rates are highest. The college will seek to expand educational partnerships with public schools and community agencies. The college's experience with after-school programs providing remediation and enrichment has shown that high school students are eager to participate in these types of programs. The college will continue to support Tech Prep, a collaborative program with area vocational-technical schools, which encourages as well as prepares students enrolled in these schools to continue their education beyond high school. Through these and other grant funded activities, the college will actively participate in collaborative programs with area schools in order to increase the high school graduation rate as well the college-going rate of their students.

Access to higher education needs to be expanded for adults lacking high school degrees, as well as youths. In order to assist adults seeking to obtain their high school equivalency, the college will help strengthen GED programs within the region. Particular emphasis will be placed upon GED preparation for limited English proficiency students in the region. The System of Adult Basic Education Support (SABES), which is housed at the college, will expand its grant-funded activities to serve literacy programs it has not previously reached. Through participating in the development of an integrated, interagency system of staff development that serves all literacy and basic skills programs, SABES will help forge a more comprehensive system of adult basic education services out of the patchwork quilt system which presently exists in the region. SABES will also be a valuable resource to the college because of its expertise in the area of basic skills training.

Finally, the college will aggressively support state and federal legislation which recognizes the needs of low income and nontraditional students. The college will support state and federal need-based programs which emphasize grants rather than loans. Federal financial aid cutbacks are having a profound impact upon the ability of students to attend and stay at Holyoke Community College. In 1993-94, the gap for needy students between the cost of attending the college and financial aid available from all sources was $250,000. The impact of changes in financial aid regulations has been particularly difficult for independent students under the age of 24, as well as for those students who must complete several semesters of ESL courses before entering an associate degree program. For many low income students attending the college, alternative forms of financial aid, such as loans, are not a realistic alternative, yet regulatory changes are forcing greater numbers of students to seek loans than in the past. Between fiscal years 1991 and 1994, financial aid cut backs pushed the level of annual student borrowing from $124,000 to $874,000. Since the college's work-study funds are also limited, many students who are eligible for work-study cannot be placed. This creates a particular hardship for those students for whom work-study is their only source of additional income because of loss of benefits if they can find work in the private sector.

The college will also encourage community and college-related groups, such as the Foundation and the Alumni Association, to expand scholarships for needy students. In addition to trying to expand the amount of financial aid funds available to students, the college will also seek to provide better financial aid information to current and prospective students. Although many needy students qualify for federal need-based assistance, awards no longer cover expenses for a substantial number of students. As the cost of attendance has increased, the need for financial aid has risen and the number of students seeking information about possible sources of aid has grown considerably. The college will carefully review its admissions and financial aid award procedures and simplify and streamline these processes as much as possible.

LONG-RANGE STRATEGIES TO ACHIEVE RETENTION AND PROGRAM COMPLETION GOALS

Retention is a complex issue because so many factors contribute to a student's determination and ability to remain in school. If the problem is not simple, neither are the solutions. Thus, it is often difficult for an institution to know what kinds of interventions intended to improve retention and completion rates will have the most payoff. However, experience gained from the latest Title III project makes it clear that targeted remediation and personal support can be very successful in improving retention and achievement of students. Building upon this experience, Holyoke Community College's efforts to improve retention and program completion rates over the next five years will focus on three basic strategies: enhancing the college's capabilities to assist underprepared students gain the basic skills required for successful completion of college-level work; expanding transition programs designed to help at risk students successfully transition to mainstream college programs; and improving access to information designed to assist students, faculty and administrators identify and solve problems affecting student retention and achievement.

Student attrition rates are the highest during the first and second semesters and this can be attributed to the fact that a growing number of entering students are not prepared for college-level work. The college has devoted considerable resources to the provision of developmental-level courses and the special training of full-time faculty teaching these courses, although a disproportionate share of developmental-level courses, are still taught by less senior faculty or part-time instructors. The widening range of below college-level preparation of incoming students means that it is no longer realistic to expect that every student's remediation needs can to be adequately addressed in a typical classroom setting. To remedy this problem, the college will establish a capacity to provide computer-assisted basic skills instruction in addition to other kinds of instructional support. This will include a center, appropriately staffed and equipped, to provide self-paced tutorials designed to address skills deficiencies diagnosed during the enrollment in-take process and during the course of the semester. This skills development center will be set up to provide tutorial and drop-in help and will be staffed by paraprofessionals available to assist with drill and practice and small group tutorials. The center will make use of software designed to encourage independent learning while tracking student progress.

Faculty will be encouraged to link classroom instruction with software in the lab to reinforce learning.

The college will also seek resources to create and expand transition programs to help at risk students successfully transition to mainstream college programs. Programs like the Nursing Minority Access Program, Transition to Business Program and the ESL Support Program, which have proven to be successful, will be used as models. Transition support is particularly important to ensure that non-native English speaking students have a realistic opportunity for success in college-level studies. Untimed testing and the availability of materials translated into Spanish for courses taught in English are examples of the kinds of transition support which can improve the success of Spanish speaking students as they move into mainstream courses. The college will need to expand the assortment of programs and services designed to meet the unique needs of these students. The college will seek resources to provide a limited assortment of courses taught in Spanish or to create review sections staffed by bilingual instructors/teaching assistants to enable limited English proficiency students to make progress towards their associate degree or certificate while improving their language skills. Increasing ESL enrollments will require additional staff in the ESL support program in order to maintain an appropriate level of pre-enrollment counseling, seminars, workshops, and other academic and personal support services. The expansion of transition programs will be coordinated with existing programs and, where appropriate, resources will be consolidated to improve services and avoid creating a patchwork approach to providing such services. The college will seek to provide the continuity of leadership and resources which are essential for maintaining effective outreach and retention programs.

The college will also undertake a number of initiatives to improve access to information which will assist students, faculty and administrators alike identify and solve problems affecting student retention and achievement. The first basic objective behind these efforts will be to empower students to make more informed decisions by making important, but routine, information more accessible. The college will make use of distributive computing technology to establish computerized student information banks, giving students secure access to such information as class schedules, unofficial transcripts, status of their accounts, the name of their advisors, etc. In addition to making information easier to access, having students less dependent upon "the people behind the counter," will make better use of college personnel by freeing them from routine tasks. The college will also evaluate the feasibility of instituting a telephone registration and communications system similar to those already in use at a few community colleges. Such systems can enable more than 90% of a college's students to register via phone. They are capable of automatically updating the status of each course, of letting students know when a class is filled, allowing students to pay for fees and tuition by credit card or get a financial aid status check. Since a student can access the automated registration service (which can be open 24 hours a day) only after receiving a personal identification number (PIN) from their advisor each semester, unadvised students cannot register. Clearly, this kind of use of communications technology will be more and more common in the future, and the college will need to make a commitment to explore new ways of handling course registration and other major consumer interactions. As a first step, computer programs will be written for the current student information on the VAX which will search to insure that all required prerequisites have been met before a student can register for a given course.

The college now has the capacity to analyze patterns of student retention and academic achievement with ease and efficiency. Its computerized tracking system can be used to identify problems, recognize improvements and fine-tune interventions aimed at improving retention at the college. To date, however, reports have not received wide distribution. In the future, such reports will be distributed and utilized on a regular basis to monitor and improve student retention and academic achievement at the college. The benefits of establishing such a practice are clear. The college will establish an appropriate schedule for the regular distribution of retention reports identifying high risk courses and summarizing student retention and achievement trends by program area and student characteristics. The college will also establish processes to assure that such information is incorporated into a routine program review process so that appropriate action may be taken to improve achievement and retention. The college will also develop early warning systems which identify students at risk of academic failure, and trigger appropriate interventions at the earliest possible time in the semester.

During the next 12 to 18 months, the college will implement the following strategies in order to increase access, retention and completion rates of traditional and nontraditional students.

IMPLEMENTATION STRATEGIES FOR GOAL 2 FOR THE PERIOD JANUARY 1994 TO JUNE 1995

To Increase Access

1. By June 1994, the Director of Student Support and Assessment will submit to the President a plan for the creation of an Educational Planning and Assessment Center.
2. By June 1994, the Vice President for Administration and Finance will report on the architectural review of the deployment of existing space for central functions including the Admissions Office, the Registrar's Office, DCE and the Financial Aid Office.
3. By April 1994, the Vice President for Administration and Finance will establish a task force to assess the needs for additional academic space to house programs and services related to technology.
4. By July 1994, the Vice President for Academic Affairs and the Vice President for Continuing Education and Community Service will develop and submit to the President a proposal for the adjustment in the scheduling of day and DCE classes to expand use of space during off-peak periods.
5. The Vice President for Administration and Finance will seek funding for a phased implementation of capital improvements and modifications outlined in the campus ADA plan.
6. The Director of Resource Development will identify and seek appropriate funding sources to expand ESL outreach and support programs.
7. The Director of Resource Development will seek funding to support collaborative programs with schools and agencies to expand collaborative efforts with area high schools.
8. By the end of March 1994, the Vice President for Institutional Development will mount a new media campaign to promote the educational opportunities available at the college for traditional and nontraditional students.
9. The Vice President for Student Development and Vice President for Continuing Education and Community Services will jointly work on ways

to create and expand public transportation to the college's evening programs by fall 1994.

10. By June 1994, the Director of Financial Aid will decide whether to implement electronic Stafford processing for 1994-95 and/or participate in direct lending for 1995-96.

11. During the spring of 1994, the Coordinator of ESL will offer our ESL placement tests at Holyoke High School as a pilot program and report the results to the Vice-President for Student Development.

12. By December 1994, the Director of Admissions and the Director of Institutional Research will make a recommendation on the following: taking annual surveys of new students, returning students, and degree-seeking students who leave HCC prior to earning a degree to determine why students come to HCC, and what separates those who persist from those who do not.

To Increase Retention and Completion Rates

1. By September 1994, the Director of Data Processing will provide a program to automate the checking of prerequisites before a student can be registered for courses.

2. By June 1995, the Vice Presidents of Academic Affairs and Student Development will submit to the President a plan for the creation of a Skills Development Center.

3. By December 1994, the Vice President for Academic Affairs will establish a task force to develop a process for the development and implementation of course competencies for all developmental level courses.

4. To increase retention of all students, by spring 1995, the Vice President for Academic Affairs and the Vice President for Student Development, aided by the faculty and the staff of the Learning Assistance Center, will design an earlier "First Alert System" to ensure quicker identification and intervention program for students having difficulty with course work.

5. By April 1994, the Director of Student Support and Assessment will convene the Adaptive Computing Committee which will assist in establishing a strategic plan for the purchase, installation and use of adaptive computing devices on campus.

6. Each December, the Director of Institutional Research will produce and distribute annual retention reports for all college courses and curricula. The Vice President for Academic Affairs and the Division Deans will evaluate high risk courses and curricula and recommend changes as appropriate to improve student retention and achievement.
7. The Vice President for Institutional Development and Director of Resource Development will seek grant funding to assist the creation of the Skills Development Center.
8. The Vice President for Institutional Development and Director of Resource Development will seek grant funding to support the development of computerized information centers for students.
9. By June 1995, The Vice Presidents of Student Development and of Administration and Finance will explore the feasibility of instituting a telephone registration and communications system.
10. By June 1995, the Director of Student Support and Assessment will develop a high-risk student program to serve academically at risk students not presently served by any special program.
11. By December 1994, the Director of Student Support and Assessment will report to the Vice-President for Student Development on a plan to establish a support program for the deaf and hearing impaired.
12. By the summer of 1994, the Admissions Consultant will work with the Director of Institutional Research to survey minority students who have stopped-out or dropped-out of HCC to identify the causes of minority student attrition.
13. By January 1995, the Directors of Academic Support and Student Support and Assessment will submit a proposal to the Vice President for Student Development and Institutional Development for a transitional program for students not eligible for STRIVE.

GOAL 3: ENHANCE STUDENT LEARNING THROUGH THE USE OF EMERGING TECHNOLOGIES AND NEW INSTRUCTIONAL METHODS AND DELIVERY SYSTEMS

The explosion of information spawned by technological change requires new levels of critical thinking, analytical competence and computer literacy in our graduates. The increased ease and speed of obtaining information has accelerated the pace of transactions and the rate of change in society. The ability to access material, data, facts and figures is now an essential skill for members of a trained workforce. But beyond that, college graduates must be able to discriminate between useful and irrelevant information, to draw valid conclusions from the information they obtain and to apply this knowledge appropriately in their world of work and lives beyond the workplace. Over the next five years, Holyoke Community College will enhance its capacity to prepare students to think critically and to use computer technology and to access, analyze and use information.

Fundamental understanding of basic mathematical tools is today an indispensable tool for the manipulation and analysis of data in an increasingly information-driven workplace and society. Computational skills are as necessary as other forms of literacy. A strong foundation in basic mathematical computations is essential for all graduates of the college. Mathematical skills can no longer be ignored as an essential competency required to earn an associate degree.

Information highways throughout the world today are creating channels and modes of communication which cut across geographic, political, economic and social boundaries as we have known them in the past. The college must not overlook the fact that new technology also has the potential to transform the classroom and to change what and how faculty teach. Today's and tomorrow's technology has the potential to expand learning environments and support new instructional methods which enhance student learning and improve teaching. The college must continue to develop ways to utilize new technologies to better prepare students for a life-time of achievement and learning. In order to enhance student learning through the use of new instructional technologies and new instructional methods and delivery systems, the college will pursue the following objectives.

OBJECTIVES TO MEET GOAL 3

- Develop a mandatory student graduation requirement in computational skills
- Enhance the ability of students to utilize computer technology to advance their academic and career interests
- Revise curricula to strengthen critical thinking skills
- Implement new instructional methods which utilize emerging instructional technologies and new delivery systems
- Utilize new technologies to better monitor and assess student learning
- Provide an assortment of different teaching/learning environments to enhance the quality of instruction and improve student learning
- Provide a comprehensive program of professional development activities for faculty and staff.

LONG-RANGE STRATEGIES TO STRENGTHEN CURRICULUM AND GRADUATION REQUIREMENTS

Curriculum and Graduation Requirements

Periodic review of core curriculum and general education distribution requirements enables the college to re-examine educational goals in light of current needs and to ensure that the curriculum is geared toward the achievement of these goals. The core curriculum at Holyoke Community College has seen little change in the past 25 years. Although it has withstood the test of time remarkably well, it is clear that today it no longer fully reflects the needs of students or the skills that senior institutions and employers expect. Three areas of particular concern are the following: the teaching of computational skills; acquisition of computing skills and the development of critical thinking skills.

Students can graduate from Holyoke Community College today without demonstrating mastery of the most basic of mathematical skills and this can no longer be ignored as an essential competency required to earn an associate degree. Fundamental understanding of the basic mathematical tools for the manipulation and analysis of data are as essential as other more traditional forms of literacy in our society today. Yet students entering Holyoke Community College, as elsewhere in the country, come with very poor mathematical and computational skills. As the placement test data shown below illustrates, 85% were not prepared for college-level algebra and as many as 33% lacked the most basic mathematical and computational skills.

	FALL 1991	FALL 1992	FALL 1993
BASIC MATH TEST			
Total Test Takers	1030	1156	1109
Number Failing	303	389	361
Percent Failing	29%	34%	33%
ALGEBRA TEST			
Total Test Takers	614	540	679
Number Failing	527	442	580
Percent Failing	86%	82%	85%

To address this weakness, the college will create a process to establish a minimum level of computational skills required of all students for graduation. Students who cannot demonstrate a minimum level of computational skills at the time of admission will be provided with alternative means of acquiring these skills. Instructional strategies may include successful completion of specific courses and successful completion of individualized, self-paced computerized instructional modules which provide evidence of mastery of required skills. A systematic and flexible process for strengthening basic student's mathematical and computational skills will improve student performance in those curricula where these skills are critical for successful completion of the program. This process will also ensure that all graduates leave the college equipped with the fundamental mathematical and computational skills essential for advancement in today's workplace.

While Holyoke Community College has state-of-the-art computing laboratories and many programs have integrated the use of computers into their curriculum, the college does not have a systematic way of assuring that all students have the opportunity to acquire basic computer skills before graduating. Computer technology is an integral part of every workplace, and basic computer skills are now minimum requirements for many entry level jobs. Furthermore, the computer is a tool which can enhance student performance, whether it is used for word processing, data analysis or searching information databases. In the future, computer technology will play an increasingly important role in obtaining information through the Learning Resource Center and other electronic media. Students and faculty alike will benefit from gaining expertise in the evolving use of computers as an aid to becoming more discriminating, effective and efficient consumers of information. For these reasons, the college will review and revise its curriculum and core requirements to assure that all students acquire a minimum level of proficiency in the use of computers and that the attainment of such skills is linked to a graduation requirement.

In reviewing its core curriculum and distribution requirements, the college will also take steps to systematically strengthen students' critical thinking skills. National studies indicate that today's high school students score lower on scholastic aptitude tests than was the case two decades ago. The National Assessment of Education Progress reports that the majority of students tested do poorly on exercises requiring the application and understanding of concepts and knowledge.[1] But one does not need national studies to be alerted to this problem. Faculty from every discipline can attest to the fact that many of their students have difficulty demonstrating mastery of higher order critical thinking skills which require the analysis, evaluation and synthesis of information.

Many students in college-level courses need to learn how to go beyond the mere memorization of facts to the point where they can distinguish ideas, critically examine assumptions, discern relevant from irrelevant facts, make plausible inferences, supply evidence for conclusions, recognize contradictions, and explore implications and consequences. The need to teach and improve critical thinking is all the more necessary in an information-rich technological society which demands a greater level of analytical ability. Individuals must be prepared to learn new skills at a rapidly increasing rate. Well-developed thinking skills are essential for academic achievement, success in a changing workplace, and the constructive management of one's own personal life.

While individual teachers and departments can and have adjusted instruction in an effort to strengthen critical thinking skills, these efforts at the college tend to be sporadic and uncoordinated. This is not an effective approach to teaching abilities which must develop gradually over time as they are applied to increasingly sophisticated problems. Moreover, faculty working in concert can have a far greater impact when they are aware of how critical thinking skills are applied in other subjects and what other teachers are doing to develop them.

---

[1] These precepts have been adopted from the University of South Carolina honor code.

The college plans to develop and implement a sustained and coordinated effort to enhance the teaching of higher order critical thinking skills. Initially, the college will establish a process for making learning how to think critically an explicit objective in all courses in the school's curriculum. Faculty development support will be provided to assist faculty in finding appropriate models and approaches which best suit their discipline as well as their students' needs and their own teaching strengths. Faculty will be encouraged to successfully incorporate the use of new teaching methodologies and technology in the classroom in a manner which facilitates the development of critical thinking skills.

The Learning Resource Center (LRC) will play an increasingly important role in the teaching of critical thinking skills. The mission of the LRC, as formulated during the 1992 planning process, is to insure that patrons become efficient and effective consumers of information. As more resources are invested in expanding the information highways of the world, the high cost of service via electronic media will dictate that the library will play a pivotal role. The information explosion has created a virtual blizzard of data. Because of this information overload, power comes from critical thinking skills that allow the user to find and select appropriate information and apply that information to create knowledge. Without critical thinking skills, the electronic highway has no destination. As part of a coordinated effort to enhance critical thinking skills, the Learning Resource Center will take a leadership role in providing access to networked information databases and training in their use.

Enhancing Teaching with New Technologies

Over the next five years, Holyoke Community College will provide significant and sustained support for the use of new instructional methods which utilize emerging instructional technologies and new delivery systems. The impact of changing technology on our lives, and the college is so pervasive that it is easy at times to take it for granted. Yet the scope and pace of technological innovation has transformed the nature of scholarly research and scientific inquiry. It has accelerated the transfer of information, knowledge and transactions and has created networks that were heretofore unknown. Over the next five years, the college will explore and utilize the expanded learning environment afforded by new and emerging technology to enhance student learning and improve teaching.

This will require new resources in the form of state-of-the-art computer hardware and software, dedicated space, specially designed classrooms and labs, an extensive investment in professional development and ongoing technical support. New equipment and software will require appropriate space to house it, staff to provide technical support and faculty will require release time to explore potential approaches to integrating new technologies into the curriculum. In the past, grants have often been the driving force behind the acquisition of new technologies and the implementation of new instructional methods and unless there is a dramatic turnaround in state funding policies, they are likely to remain so for the near future. The college will be aggressive in seeking additional resources to support this initiative. It is understood that close and effective coordination of campus resources will be required to assure its success.

There is nothing new about the use of multimedia in the classroom. It is a technique that faculty have used for years in such forms as graphs and diagrams on overhead projectors, filmstrips and videotapes and taped speeches. Virtually all colleges have audiovisual centers as a result. What is new is the use of sophisticated computer-based technology which is expanding the reach of the classroom to vast amounts of new and exciting instructional material which make possible the "impossible." This technology is also changing the way in which faculty can access, present, manipulate and control the use of multimedia in the classroom. Technology is providing faculty with new ways of interactively corresponding with a vast amount of new instructional material. Faculty in a number of areas, including nursing, foreign languages, ESL, biology, art and graphic design, communications and music are vitally interested in using new software and emerging multimedia technologies to improve teaching and learning in their disciplines. Many more faculty members will be interested once they have had an opportunity to see demonstrations of this new technology and software and begin to understand its potential in the classroom. Guidance and assistance in the research and exploration of new instructional software and technologies is badly needed if faculty are to make use of this complex and rapidly changing technology. The institution needs to expand its capacity to provide leadership and support in the area of academic computing.

In order to facilitate faculty use of these emerging technologies and new instructional methods, the college needs to do the following: 1) support an intensive interdisciplinary, professional development model to facilitate faculty use of new software and technology in the classroom; 2) provide the necessary leadership in academic computing to assist in the timely purchase of appropriate hardware and software; 3) provide appropriate classroom facilities for the use of multimedia equipment; and 4) secure and allocate appropriate resources for required technical support, maintenance and management of multimedia equipment. The college must use a variety of means to achieve these ends, including grant funding, institutional support, reallocation and improved coordination of existing resources.

During the next 12 to 18 months, the college will implement the strategies identified on the following page in order to enhance student learning through the use of emerging technologies and new instructional methods and delivery systems.

IMPLEMENTATION STRATEGIES FOR GOAL 3 FOR THE PERIOD JANUARY 1994 TO JUNE 1995

1. By March 1994, the Vice President for Academic Affairs will establish a broadly representative task force including faculty and the math learning specialist to establish a minimum level of computational skills required of all students for graduation and to determine alternative means by which students can obtain and provide evidence of these skills.

2. By September 1994, the Vice President for Academic Affairs will appoint a task force of individuals to review the core curriculum and distribution requirements to recommend a plan for strengthening computer literacy and critical thinking skills. The college will seek to secure grant funding to support these efforts.

3. The Professional Development Committee will provide workshops and exchange of information to facilitate the incorporation of critical thinking as an explicit learning objective in all courses in the school's curriculum.

4. The college will seek to provide the necessary resources to provide leadership and support for multimedia instruction in the classroom.

5. By September 1994, the Vice President for Administration and Finance will appoint a task force to study space needs associated with multimedia/interactive instruction and the use of emerging technologies in the classroom, laboratories and Learning Assistance Center.
6. By spring 1994, the Academic Computing Committee will make recommendations to broaden its charge and reconstitute the committee to facilitate the interdisciplinary exchange of information and expertise to promote collaborative efforts to advance the use of multimedia and new technology in the classroom and academic support centers.
7. The college will seek grant funding to support an intensive interdisciplinary professional development model to capitalize upon the unique opportunities presented by new technology and instructional methods.

GOAL 4: SERVE THE NEEDS OF AN INCREASINGLY DIVERSE STUDENT POPULATION BY PROVIDING STUDENTS WITH THE SKILLS, KNOWLEDGE AND UNDERSTANDING NEEDED TO LEAD PRODUCTIVE AND PEACEFUL LIVES IN A GLOBAL SOCIETY

Access to education empowers those who receive it and enriches society as a whole. A distinguishing strength of the higher education system in the United States is that the opportunity to learn and grow is presumed to be open to all. Community colleges play a vital role in providing this access to higher education, enrolling over half of all those seeking a postsecondary education in this country today. The student population attending community colleges has always been quite diverse and is becoming more so. As America has become more educationally, culturally, racially and ethnically diverse, community colleges, like Holyoke Community College, have felt the impact of these demographic changes.

The number of racial and linguistic minority students at the college has increased significantly over the last five to ten years. Demographics of the service area indicate that this trend will continue since the fastest growing segments of the population in the region are racial and ethnic minorities. (See Appendix D for population forecasts.) The growth in the number and percentage of minority students attending the college is a reflection of this change. Minority enrollment has grown steadily over the past decade as the table below indicates.

GROWTH IN DAY DIVISION MINORITY ENROLLMENT

FROM FALL 1983-1993

RACE/ ETHNICITY	FALL 1983		FALL 1988		FALL 1993		CHANGE 1983-93
	#	%	#	%	#	%	
Total Known	**3280**	**100%**	2919	100%	**3230**	**100%**	
White	**3125**	**95%**	2620	90%	**2653**	**82%**	-15%
Black	**56**	**2%**	75	3%	**112**	**3%**	100%
Hispanic	**68**	**2%**	193	7%	**357**	**11%**	425%
Native American	**0**		8	0%	**40**	**1%**	135%
Asians	**0**		14	0%	**42**	**1%**	282%
Other	**31**	**1%**	9	0%	**26**	**1%**	-16%
Total Minorities	**155**	**5%**	299	10%	**577**	**18%**	272%

*The percent change in Native Americans and Asians was calculated from 1984 to 1993 since none were identified in 1983.

In recent years, there has also been a significant increase in the number of students with physical disabilities enrolled at the college. As shown below, the college is also finding that a growing number of learning disabled students are enrolling at the college. As a result, there has been a rapidly growing demand for counseling, special testing and other support services for students with disabilities and this trend is likely to continue. In addition, the student body as a whole, exhibits a broader range of academic skills than in the past. While many students are well prepared for college, others need additional programs and services in order to successfully pursue a postsecondary education. Honors students, many transfer students and older B.A. graduates redirecting careers come to the college with a high degree of academic preparedness. At the same time, nearly half (48%) of all entering students require remedial English and many are recent arrivals from Europe, Asia and Puerto Rico. A significant number of Hispanic students come to the college needing ESL or transitional support to successfully enter mainstream courses.

STUDENTS WITH DISABILITIES SERVED BY THE COLLEGE FROM 1988-1993

TYPE OF DISABILITY	FALL 1988	FALL 1989	FALL 1990	FALL 1991	FALL 1992	FALL 1993	%GROWTH 1988-93
Learning	20	30	45	52	88	103	415%
Physical	20	19	26	60	62	67	235%
TOTAL	40	49	71	112	150	170	325%

Faculty, staff and students alike experience the effects of this diversity. Students come to the classroom with a much wider range of life experiences, abilities, interests, goals, and learning styles. Some students must overcome physical barriers in order to access all areas of the college. Others are the first generation in their family to attend college and may also face the challenge of learning in a second language. Students of color and/or those of Hispanic origin join a college community where there are few role models to turn to in times of need. Minority faculty and staff, on the other hand, are often overburdened by the reality of the many roles they are asked to play in a college community where isolation seems an inevitable outcome of being among a very few to work at the college. Faculty in all disciplines are challenged to find new approaches to instruction because of the diversity of academic and cultural backgrounds of their students. Support staff are faced with an increasing demand for new or expanded academic and personal support services.

An increasingly diverse and multicultural college community requires the conscious facilitation of communication, the nurturing of common interests and the display of mutual respect within and outside the classroom. The nurturing of mutual understanding and trust within the college community is made all the more necessary by the ignorance, intolerance, prejudice and injustices which still divide peoples of this country and the world. It is important, for example, for the college to maintain its ability to respond appropriately and quickly to acts of intolerance and bigotry. Building and maintaining a secure learning environment on campus which is welcoming and inclusive to all requires an openness to change, support of constructive dialogue and a willingness to work together to bring about those changes which are needed to accommodate a changing society.

The future of the region's educational and labor performance will depend, in large part, upon whether racial and ethnic minorities in the region achieve higher levels of educational attainment. Change in the racial and ethnic composition of the population of the region has been quite rapid. Minorities have become the fastest growing segment of the community and their age distribution is much younger than that of the white population. In the New England area, 50% of the Hispanic population is under the age of 25 versus 30% of the white population. A relatively high percentage of the Hispanic population has yet to enter the workforce. Historically, the college-going rate for Hispanics and other minorities (with the exception of Asians) has been well below the rate for white students. A significant variation in postsecondary attendance and completion rates still exists, as the data below for the New England region indicates.

NEW ENGLAND EDUCATIONAL ACHIEVEMENT RATES BY RACE AND ETHNICITY IN 1990

Population by Race/Ethnicity	% With Degree From High School	% High School Grads Attending College	% Attending College Completing 4 Yr Degree
Total Known	79%	61%	53%
White	80%	61%	53%
Asian & Pac. Isl.	75%	80%	74%
Black	69%	56%	39%
Ind. Esk., Aleu.	69%	54%	33%
Hispanic Ethn.	53%	57%	43%
Other Races	47%	50%	32%

Barriers to educational attainment are complex. Some students lack financial resources to pursue postsecondary education while others lack appropriate preparation. Lack of role models, poorly funded schools and the absence of a supportive home environment contribute to above average high school drop-out rates in many urban areas. The teen pregnancy rate, another factor contributing to low educational attainment of young women, is particularly high in the city of Holyoke. Linguistic isolation is also an important barrier to learning and progressing through high school for many. In Hampden County, more than 40% of Hispanic children aged 5-17 live in homes where no adult speaks English.

Holyoke Community College is committed to taking those steps which are necessary to attract and serve a diverse student body and educationally underrepresented populations in the region. The effectiveness of the college's efforts to attract and serve a diverse population will be measured by enrollment, retention, and graduation rates. If the college is successful in its efforts, ideally the ethnic and racial composition of the student population and graduates will come to reflect that of the community and the retention and graduation rates for minority and handicapped students will be comparable to the rate for all students. What is required is a clear and coordinated plan of action to create and maintain a campus community which respects and appreciates all students regardless of differences in gender, sexual orientation, race, ethnicity and learning/physical disabilities and which provides a supportive learning environment for all. While this plan seeks to address the differing needs of diverse groups, its intent is to build a college community which transcends differences so that "out of many we are one." This plan will encompass many initiatives which contribute to the larger goal of preparing all students, faculty and staff alike to develop the skills, knowledge and understanding to be productive members of an increasingly diverse society. In order to serve the needs of an increasingly diverse student population and provide students with the skills, knowledge and understanding to lead productive and peaceful lives in a multicultural society, the college will pursue the objectives outlined below.

OBJECTIVES TO MEET GOAL 4

- Enhance access and retention of minority and handicapped students and other underrepresented groups
- Provide an educational experience that will enable all students to develop awareness and appreciation of other cultures
- Provide professional development opportunities for faculty and counselors to enable them to develop new strategies for working with all minorities and students with learning and physical disabilities
- Encourage and support faculty efforts to revise and develop courses which include topics related to other countries and cultures
- Recruit a more culturally diverse faculty and staff
- Provide a safe and supportive educational environment for all students, faculty and staff

LONG-RANGE STRATEGIES TO ACHIEVE OBJECTIVES

The college will seek to support an effective learning environment for a culturally diverse student population which explores the commonalties shared among cultures and engenders respect for all individuals regardless of their background. Learning experiences will be designed to promote an understanding of the "sameness" among peoples as well as their differences. The college will strive to promote an educational environment which encourages each student to pursue personal and academic excellence while observing the following basic precepts: Practicing personal and academic integrity; respecting the dignity of all persons; respecting the rights and property of others; discouraging bigotry, while striving to learn from differences in people, ideas and opinions; and demonstrating concern for others, their feelings, and their need for conditions which support their work and development.[2]

The college will continue to devote resources and effort to identifying those barriers and unmet needs which inhibit the access and retention of students. The institution has already made significant progress towards expanding the access and retention of ethnic and racial minority students and this increase in the number of minority and handicapped students enrolled at the college is due in part to an expanded schedule of recruitment activities and in part to a growing informal referral network. The Admissions Office has organized interviews and tours of groups of students from the United Farm Worker's Council, the Care Center, the Educational Opportunity Center, the International Language Institute, the Holyoke Street School and the Martin Luther King Center. The ESL Support Program has published an abbreviated version of the college catalog in Spanish and additional non-English materials are planned to provide better access to information about the college and the programs it offers to Latino and other students with limited English proficiency. These outreach efforts will be maintained and expanded under the direction of the new Director of Admissions and Transfer Affairs.

The college also recognizes the need to work with area school systems to help increase the high school graduation rate for minority students so that they may pursue meaningful careers and gain access to higher education programs. The college will actively seek and participate in collaborative programs with area schools which serve a high percentage of minorities in order to increase the high school graduation rate as well as the college-going rate for these students. The college will continue to seek funds to support after-school remedial and enrichment programs, like the one currently providing services to 20 Latino students enrolled at Holyoke High School and Dean Vocational School. While these programs focus upon remedial instruction in math and language skills, they also provide the opportunity to expand horizons of students who have little knowledge of opportunities a college education can provide. Becoming familiar with being on a college campus, using the Career Center and taking part in activities in the Fine and Performing Arts have increased the interest of many potential high school dropouts who remain in school and go on to college. The

---

[2] SACS Commission on College's *Criteria for Accreditation*, 1988, p. 19.

Commonwealth recently awarded the college funds for a Skills Training Enrichment Program (STEP) to continue supporting these efforts and additional resources will be sought to develop additional programs and services that encourage these students to complete high school and provide academic support services that enable them to adequately prepare for college.

The college will expand educational partnerships with public schools and community agencies in the region in order to increase the educational opportunities of minorities and other under represented groups at the college. The college will also seek additional resources to expand adaptive computing and other services which can assist students with physical and learning disabilities attend college. Although the college has modified facilities to improve access for physically disabled students, additional modifications of buildings, classrooms and labs will be undertaken to insure that all programs are truly accessible to students with disabilities.

In order to increase the retention of minority and handicapped students, the college will seek to provide the academic and personal support services so important to the academic success of underrepresented populations. The college will develop transitional programs and courses to enable linguistic minority students make the transition to college-level programs and seek resources to expand the institution's capabilities to provide counseling and other support services for students with learning and physical disabilities. Goal 2 of the long-range plan discusses these initiatives in greater detail.

Although the college has sponsored a series of workshops and seminars on cultural issues which have increased awareness, additional training is needed to help faculty and staff develop and implement specific strategies which will create a welcoming environment for a culturally diverse college community. There is also a need to provide training for senior staff who are responsible for providing leadership on issues related to diversity. The college will support professional development opportunities for faculty and counselors to enable them to develop new strategies for working with linguistic minority students and students with learning disabilities. A regular program of workshops and seminars to enable professional and classified staff to become more sensitive to cultural issues will be developed and offered in a manner which encourages broad participation.

Members of the college community will be encouraged to organize and participate in activities which reflect the interests of a multicultural community.

To provide an educational experience that will enable all students to develop awareness of and appreciation for other cultures, the college will encourage the introduction of new and revised courses which will enable all students to better understand the contributions of other cultures and of individuals with backgrounds different from their own. Many colleges and universities, including the University of Massachusetts-Amherst, have mandated that students complete at least one course which addresses the perspectives or history of other cultures or countries. Presently, Holyoke Community College offers few courses that would fulfill this requirement. While the college may need to develop new courses that would enable students to complete this requirement prior to transfer, existing courses should also be reviewed to identify those which could be revised to address the implications of a world, rather than a national economy and/or the challenges of a culturally diverse society. Ideally, all students will be introduced to issues related to diversity in many of the courses which are required in their programs of study.

The Learning Resource Center will set aside funds to purchase materials that reflect cultural diversity and provide technical assistance to students to enable them to take advantage of state-of-the-art technology, such as CD/ROM databases and Ethnic News Watch, to access multicultural material. Students will also be encouraged to plan and take part in co-curricular activities as well as social and recreational activities which enable them to broaden their appreciation of other cultures. Film festivals, concerts, field trips, guest speakers, art exhibits, plays and other activities can address international or multicultural themes. Faculty will be encouraged to extend the classroom by incorporating video programming from other countries which can be accessed by satellite, taking advantage of community events and making greater use of guest lecturers.

Changes in curriculum and courses cannot be accomplished without broadening the opportunities for faculty to increase their own knowledge of other cultures, particularly as they relate to their discipline. The college will seek funding to encourage and support faculty efforts to revise existing courses to provide a more multicultural perspective and to utilize new instructional technology to include topics related to other countries or cultures. Each division will be asked to explore ways in which their assortment of courses relate to the study of other cultures and countries can be expanded. Faculty/staff exchange programs will be encouraged to enable faculty and professional staff to gain firsthand knowledge about other countries and cultures. The Professional Development Committee will publicize travel and other professional development opportunities to help faculty and staff learn more about the multicultural world in which we live. Faculty in all disciplines will be encouraged to develop instructional strategies as well as course materials which can enhance the teaching and learning process for limited English proficiency students as will as those with diverse cultural backgrounds. Professional development initiatives, fireside chats and other similar forums will be used to disseminate ideas which have proven to be successful. Faculty also need to acquire new skills in order to work more effectively with learning and physically disabled students. The handicapped specialists will continue to provide assistance to individual faculty as well as workshops and seminars that will make faculty more aware of instructional strategies that can improve learning opportunities for these students.

An academically proficient faculty, committed to academic excellence and dedicated to teaching is one of Holyoke Community College's greatest strengths, however, its current lack of diversity is a weakness which the college has been endeavoring to overcome. Until recently, lack of competitive salaries undermined strategies for attracting and retaining qualified minority faculty and staff. Qualified minorities could easily command higher salaries elsewhere, and the college could not match these offers. But recent salary adjustments, in addition to a 13.5% pay raise, have restored the college's competitive position in recruiting and retaining faculty and staff, particularly those from minority backgrounds. Caring and competent teachers and staff can serve as helpful role models for students regardless of the similarity of their racial, ethnic or cultural backgrounds. Yet, linguistic and/or racial minority students often feel more comfortable and are more likely to develop a rapport with faculty and staff who share similar backgrounds. Furthermore, white middle class students attending the college need exposure to Blacks, Hispanics and other minorities in leadership and powerful positions to learn firsthand that the stereotypes are misleading and dysfunctional. Thus, one of the most effective things the college can do is to provide a more supportive and effective learning environment for all students, and to increase the diversity of faculty and staff. The Student Development

Division, for example, has already made progress in this regard so that today 25% of its full-time and 50% of its part-time staff come from minority backgrounds.

The first step in this process is to attract more qualified minority candidates into applicant pools for faculty and staff positions at the college. Expanding recruitment outreach is often very costly in terms of advertising and interviewing costs. Therefore, the college will explore the possibility of joint regional recruiting efforts with other colleges and universities in the Pioneer Valley. A more creative approach to advertising, joint targeting of areas where qualified minorities may be available and the creating of a pool of prospective employers in the region will be explored as a means of expanding the pool of qualified minorities. The college will also continue to disseminate information on employment opportunities to community agencies as well as professional groups in order to attract qualified minority candidates. The Director of Affirmative Action will continue to review each pool in order to determine if there is a sufficient number of minority candidates. In addition, the college will review prior efforts to attract minority candidates and set realistic goals for representation in each applicant pool. Each work area within the college will annually review the utilization plan and set realistic goals to address the underutilization.

Just as cooperative ventures with area high schools have helped increase the college-going rate for minority students, programs with area graduate schools may encourage more minority students to pursue careers in higher education. An intern program for minority graduate students has been initiated to enable the college to increase the diversity of the staff and faculty and also encourage graduate students to consider pursuing careers in community college teaching or administration. Stipends have been provided to graduate interns to enable the college to provide more appropriate role models for minority students and to introduce minority graduate students to the possibility of a future career at a community college. This approach has begun increasing the pool of potential minority candidates for the short and longer term since some interns may well return to the college at some future point in their career. The initial experience with this program will be evaluated in order to adapt the program as necessary to ensure its continued success.

Other strategies such as reviewing position qualifications to determine if preference should be given to candidates who are bicultural or bilingual may also enable the college to attract and hire more minority candidates. Areas of the college which maintain high student contact will seek to improve their level of service by employing staff who are multilingual. The college also needs to develop strategies to improve the retention of minority personnel. Since only a few members of the professional staff are minorities, they are often called upon to accept additional roles in order to ensure representation on various committees or to accept additional responsibilities such as translating materials. While providing representation is particularly important during this time of transition, the college needs to guard against this practice in order to avoid over-burdening these individuals. Minority professionals should be encouraged to participate in college governance and other college activities as individuals with unique interests and talents rather than as representatives of particular groups.

It is important that current minority professionals as well as new employees have opportunities to develop leadership skills. Programs like Leadership HCC introduce potential leaders to all areas of the college and provide an opportunity for participants to develop relationships with peers in other work areas. The college will sponsor Leadership HCC in alternate years and encourage minority faculty and staff to participate. In addition, the college will organize a mentor program which will match new employees with an experienced employee in another work area. Ideally, the mentor program should provide opportunities for professional growth. As the racial and ethnic composition of the workforce changes, supervisors need to become more aware of cultural differences which may influence behavior or values. The college will develop and provide workshops and seminars for supervisors in order to help them develop effective techniques for supervising a culturally diverse staff.

Finally, the college will continue to take steps to ensure that the campus is a safe place for all students because it is an environment which encourages communication and respects differences. Efforts to improve campus climate will be constantly maintained through a range of activities including college-sponsored professional development programs to student-sponsored workshops and events. In addition to programs and activities to enhance appreciation of diversity, other initiatives will be undertaken to reduce barriers and create a hospitable climate such as hiring more bilingual staff in key areas serving students. The college will continue to make additional modifications to facilities to make them more handicapped accessible.

IMPLEMENTATION STRATEGIES FOR GOAL 4 FOR THE PERIOD JANUARY 1994 TO JUNE 1995

1. To increase retention of all students, by spring 1995, the Vice President for Academic Affairs and the Vice President for Student Development, aided by the faculty and the staff of the Learning Assistance Center, will design an earlier "First Alert System" to ensure quicker identification and intervention program for students having difficulty with course work.

2. In order to recruit a more culturally diverse faculty and staff, by spring 1994 all search and select committees will use newly revised search procedures.

3. To provide more financial aid to needy students, by spring 1994 the Vice President for Administration and Finance and the Vice President for Student Development will pilot an additional "work-study" program using internal college funds.

4. To extend collaboration with local high schools serving a large number of minorities, in fall 1994 ESL support staff will continue their collaboration with Holyoke and Springfield high schools and extend STEP to 30 eligible Holyoke High School students.

5. By fall 1994, the Office of Academic Affairs will develop and implement a special ten-week workshop to enable senior members of faculty and staff to become more sensitive to cultural issues and to provide new strategies for working with protected groups.

6. By spring 1995, the Vice Presidents of Academic Affairs, Administration and Finance and Student Development will design and implement a mentor program for all new employees.

7. By December of 1994, the Director of Financial Aid will print selected parts of the financial aid brochure and application in Spanish for the substantial Latino population served by the college.

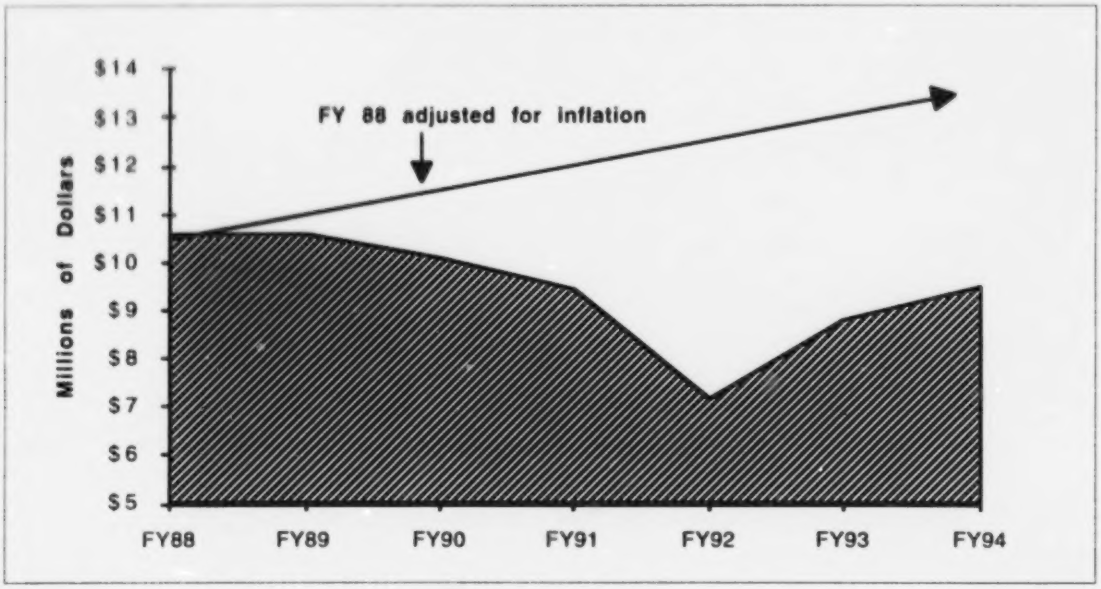
8. By spring 1995, the Vice President for Institutional Development will seek funding for a mentor program for new minority students.

9. By June 1995, the Vice President for Academic Affairs and the Vice President for Student Development and a committee representative of faculty and professional staff will develop a one (1) credit leadership course.

GOAL 5: ACQUIRE AND MANAGE THE HUMAN, FISCAL AND PHYSICAL RESOURCES OF THE COLLEGE TO ENSURE THEIR MOST EFFECTIVE USE IN CARRYING OUT THE MISSION OF THE COLLEGE

Economic recessions have historically presented community colleges with the paradox of declining state revenues and increasing enrollments. But the magnitude and duration of the economic downturn which gripped this nation and the New England region as the economic growth of the early 1980s turned from boom to bust was unprecedented. Massachusetts felt the impact of the recession earlier and harder than most states and budget cuts had a particularly negative effect upon public higher education. Public colleges and universities experienced larger cutbacks than any other segment of the public sector in the Commonwealth. As a result, Holyoke Community College had to contend with an unprecedented decline in state support coupled with rapid increases in enrollments.

ACTUAL APPROPRIATIONS VS APPROPRIATIONS INFLATION ADJUSTED

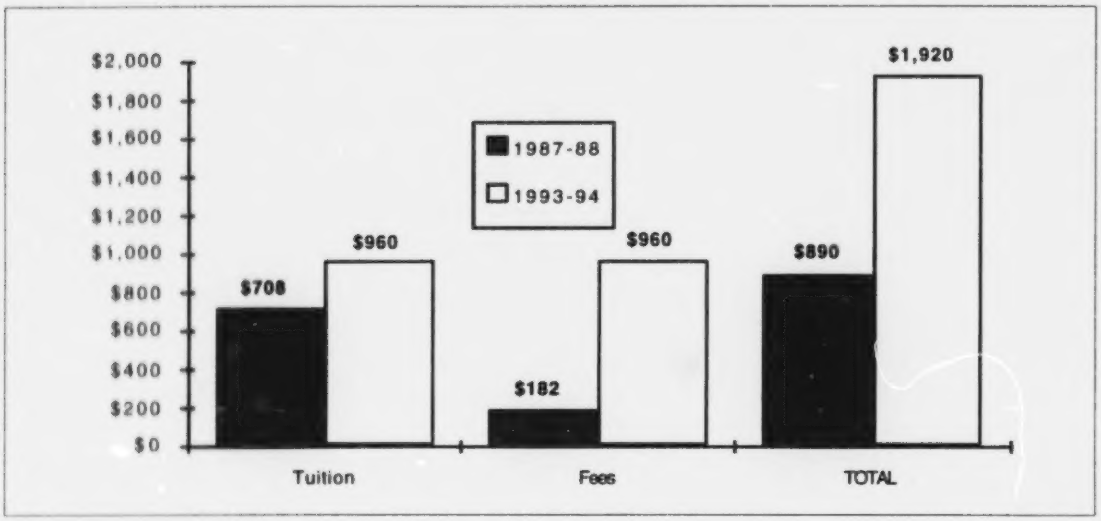


An improving economy combined with major efforts to inform the legislature and the general public of the threat posed by serious underfunding of the Commonwealth's public colleges and universities have begun to reverse this erosion of support during the past several years. But in FY94, the college's state support still remained below the level of support received in FY88.

Appropriations have not kept pace with the rate of inflation nor the rate of growth in Day Division enrollments during the past six years. Since 1985, the overall percentage of college operations supported by taxpayers has dropped from nearly 68% to less than 50% in the current fiscal year.

Declining state support has meant that students have been forced to pay an increasing share of the cost of their education and a far greater share of the cost of their education than in the past. Between the fall of 1988 and the fall of 1993, students at Holyoke Community College experienced a 115% increase in tuition and fees.

STUDENT TUITION AND FEES
FY 1987-88 AND FY 1993-94



Federal cutbacks over the past several years have significantly restricted eligibility for financial aid. A depressed economy has left many in the region under- or unemployment. The path of continuing to increase costs to students will not be a viable one for the future. Holyoke Community College is the first point of access to a college education for many citizens, particularly those with lower incomes. In order to safeguard continuing access, the college will be committed to reducing the Commonwealth's reliance upon student fees and tuition to balance the state's higher education budget. More than 95% of the students attending Massachusetts community colleges are residents of the Commonwealth and over 90% of public two-year college graduates remain and work in Massachusetts. As taxpayers, these former students return the state's investment in their education many times over. Collectively, public colleges and universities will have to persuasively make the case that the majority of the revenue supporting public higher education, particularly at the community college level, should come from the taxpayers of the Commonwealth, not from students who can ill-afford the burden. Efforts to secure an adequate level of state support will be of paramount concern during the next five years.

In addition to increasing the level of state appropriations for the college, Holyoke Community College must also seek to broaden its base of support from other sources. The college has much to gain from mounting a more conscious and aggressive effort to cultivate underutilized groups and contacts as advocates and sources of support for the college. The college has benefited greatly in the past from its alumnae support and the contributions of the Holyoke Community College Foundation. More can be done to enhance awareness of the college to expand this and other sources of support for activities and programs which are central to the mission of the college.

Competition for resources will be increasingly keen in the years ahead. The college recognizes that it will benefit from taking those steps within its grasp to enhance and conserve existing resources in order to carry out its mission and support its commitment to providing high quality programs and services to the changing population in the region. Evaluating and adopting quality management techniques to improve the quality, responsiveness and cost effectiveness of programs and services will become an increasingly important tool for improving the utilization of resources. Linking acquisition and allocation of resources to strategic priorities will be particularly important as new and increasing demands for college programs and services put an added strain on already limited institutional resources. The college will need to insure that planning and budgeting are linked at all levels of operations at the college to guarantee that funding priorities are firmly rooted in the primary mission and long-range goals of the college.

Maintaining and increasing fiscal autonomy will also be of primary importance in the years ahead. It was fiscal flexibility which allowed the college to minimize the damaging effects of four years of cutbacks in state appropriations. Yet, the modest amount of autonomy public colleges have enjoyed in the past is in danger of being further eroded by cumbersome and inefficient procedures mandated by the Commonwealth. Administrative and fiscal flexibility must be preserved to enable the college to make efficient use of its limited resources. The college, through its own individual efforts and through collective initiatives with other public colleges in the system, will work to shape state fiscal policies to safeguard and increase institutional autonomy.

Autonomy also requires accountability for outcomes. The college takes this responsibility seriously and will continue to develop appropriate mechanisms by which it can be held accountable for its actions and public trust. The college will support the creation of processes for the regular assessment of services and educational outcomes. Institutional assessment is essential not only to demonstrate the effectiveness of the college and the services it provides but also to identify changing needs and to facilitate timely action upon this knowledge.

Cultivating and rewarding a willingness and ability to re-think past practices will be a necessary part of responding to rapidly changing needs. The promotion of teamwork and cooperative problem solving efforts will be required to develop more effective and efficient ways of providing services. There will be an even greater need for professional development for faculty, professional staff and classified staff. Professional development will play an increasingly important role in enhancing the productivity and skills of all employees at the college through the use of new technology and the adoption of new modes of instruction and service delivery.

Finally, a sound investment in the college's physical plant is essential for the health and safety of students and fundamental to carrying out the mission of the institution. Facilities require preventive maintenance and ongoing investment to adapt the physical plant to new needs and to maintain its functional and financial value. Built more than 20 years ago, the Holyoke Community College campus is currently comprised of seven buildings totaling 472,311 gross square feet of space and its replacement value is estimated at $62,020,900. The college will work with others in the state to try to assure that the Commonwealth provides state support for the significant backlog of deferred and preventive maintenance needs through a sound investment program of regular capital outlay appropriations. In addition, increasing enrollments, changing programmatic needs and changing technology make the renovation, reconfiguration, and expansion of facilities a major goal of the college over the next five years.

OBJECTIVES TO MEET GOAL 5

In order to acquire and manage the human, fiscal and physical resources of the college and to ensure their effective and innovative use in carrying out the mission of the college, the college will pursue the following objectives:

- Secure an adequate level of state support
- Develop the capacity of the college to broaden its financial base of support
- Further integrate Day Division and DCE operations as appropriate to enhance quality, efficiency, and accountability
- Provide professional development opportunities to enhance the skills of all employees of the college
- Invest in technology to improve the productivity of faculty, professional and clerical staff and to enhance the quality of programs and services provided
- Continuously evaluate programs, services, activities and institutional effectiveness in order to improve efficiency, quality and responsiveness of programs and services
- Evaluate and adopt quality management techniques to improve the quality, responsiveness and cost effectiveness of programs and services
- Improve the utilization of existing space and renovate, reconfigure and expand space as needed to support the mission of the college
- Collaborate with other institutions and agencies in the region as appropriate for the effective and efficient use of resources in carrying out the mission of the college.

LONG-RANGE STRATEGIES TO ACHIEVE GOAL

Acquire Additional Resources

In order to support the college's commitment to quality education, respond to the needs of a changing student population, and address critical campus needs, the college must aggressively seek and secure additional revenue. Holyoke Community College will seek additional resources for those activities and programs which are central to its mission and which build upon its core strengths. The institution will continue to seek new ways to enhance awareness of Holyoke Community College, the educational services it provides and the resources required to provide these services. The entire college community, including trustees, faculty, students, administrators, alumni and friends of the college will be a part of regular and sustained efforts to inform legislators, government officials, business and industry and the public at-large about the mission, goals, accomplishments, and the needs of the college.

The college will expand its outreach capacity to local employers and businesses in the region and leverage resources to mount short-term and contract training programs to meet the immediate and long-term economic needs of the region. This effort will require the college to develop a more sophisticated economic environmental scanning capability and more regular data collection. Strengthening partnerships with business and industry in the region will aid employers and strengthen college programs. Career program advisory groups will be utilized more intensively for advice and as advocates for the institution.

The college will continue to use legislative breakfasts, newsletters and the press to increase awareness of the college and the services it currently provides and will seek additional ways to inform policy makers and the general public about the pivotal role of the college in meeting the educational and economic needs of the region. Activities surrounding the 50th anniversary of the founding of the college will be used to enhance the visibility of Holyoke Community College and its accomplishments and to support a significant fund raising effort to meet current and future needs.

The college plans to continue to aggressively seek additional federal, state, and foundation grants for programs, services, and activities which are compatible with the college's long-range goals. Since all grant funded projects require some commitment of institutional resources in the form of space, administrative support, clerical and accounting services, equipment and/or matching funds, the college must pursue those grant opportunities which justify the investment of institutional resources. The college will actively pursue those grants which create new instructional and/or administrative capabilities, to enable the college to serve new populations and/or test promising new ideas for programs and support services.

Improve Management of Existing Resources

Human resources are the institution's most valuable resource. Personnel expenditures account for over 85% of the college's operating budget. Professional development plays a critical role in providing faculty and staff with new perspectives and skills required to meet the changing educational needs of students. The ability to update faculty skills is particularly important at an institution where the average length of service is 17 years and approximately 45% of the faculty have been teaching at the college for over 22 years. Professional development also plays an essential role in improving the quality and cost-effectiveness of programs by facilitating the adoption of new technology and modes of service delivery. The college is committed to providing a comprehensive program of professional development activities for all its employees.

Professional development experiences will be used to renew and re-energize senior faculty and staff by empowering them with new skills, knowledge and perspectives. New employees will benefit from development activities which help them develop close working relationships with their colleagues and give them important knowledge about how the institution works. The age profile of employees and the rapid pace of technological, economic, social, educational and demographic change confronting the college, will make ongoing faculty and staff development far more essential than in the past. The pace of change experienced by the college over the next 50 years will be far more rapid than that experienced during the first 50 years of the Holyoke Community College's development. For example, the present rate of technological change guarantees that 80% of the technology in use a decade from now has yet to be invented. Furthermore, resource constraints will continue to require increases in productivity whereever possible, and such gains will require development and retraining of faculty, professional staff and classified staff.

Because the needs for faculty and staff development will outpace the resources available, the college will seek additional means of expanding these resources. The institution will also seek to make the most effective use of the resources it devotes to professional development by establishing strategic priorities for their use and coordinating development efforts within the college. The college will provide faculty with courses, workshops, and seminars on teaching methods and content area. Employees working in administrative and classified areas adopting new technology or undergoing restructuring will be provided with appropriate professional development support to improve their effectiveness and efficiency. The college will also support a variety of professional development activities offered through the Professional Development Center and continue to acquire resources for professional development.

Capitalize on Technology to Enhance Productivity

The majority of the productivity gains in this country in the last several decades have been the result of the incorporation of new technologies into the workplace. Most notable in recent years has been the phenomenal growth in the use of the microcomputers over the past decade. The college will seek to make the best use of emerging technology so that it serves the purposes of the institution. The college will use technology to increase understanding of unmet needs and improve management and decision-making. Holyoke Community College will support faculty, professional and classified staff use of computers and other new technology to improve teaching and the effectiveness and productivity of all employees at the college. The college will take those steps necessary to effectively resolve the major policy decisions which are an inevitable outgrowth of rapidly emerging technologies, rising user expectations, growing needs for technical support, expanding opportunities provided by networking and distributive computing. The college has already developed some outstanding capabilities in administrative and academic computing. State-of-the-art academic computing laboratories and student tracking systems are but two examples. The college will continue to pursue new capabilities which strengthen the college's capacity to implement its long-range plan, improve its ability to allocate and manage its financial resources, improve productivity and provide needed services for students and employees of the college.

Some opportunities can be pursued immediately since the college already possesses the resources/expertise required. Other opportunities will require strengthening of existing resources, additional staff, extensive planning, capital investment and other additional resources. The college will strengthen its capacity to identify and establish priorities for pursuing the following opportunities identified in its computing master plan.

1) Enhance the efficiency and decision-making capabilities of employees and students by providing access to computer systems that are responsive to individual data needs and which support specialized applications;

2) Establish library computer linkages which expand the college's access to specialized learning resources and enable faculty, students, and community residents to access library resources from non library sites;

3) Link the academic and administrative minicomputers in order to better utilize personnel, provide student access to data networks, and reduce expenditures for maintenance;

4) Coordinate academic and administrative equipment purchases in order to receive maximum benefits from expenditures and improve the quality of service to users through the sharing of expertise;

5) Maintain a leadership role in computerized management information system (MIS) for higher education by identifying new applications and successfully implementing new systems;

6) Implement policies, procedures and systems that will support all aspects of efforts to document and strengthen institutional effectiveness including the measurement of student outcomes;

7) Encourage and support linkages with networks sponsored by professional associations, as well as external databases which expand access to information that can enhance college operations as well as the quality of education;

8) Improve internal and external communications capabilities through the development of new systems to transmit data, voice, and images which will enable the college to deliver instructional programming to off-campus sites;

9) Expand a campuswide institutional research capacity;

10) Improve efficiency and quality of administrative operations by providing access to specialized applications of computer technology; and

11) Link computer systems in order to share data and specialized high cost equipment.

Adopt Management Techniques to Improve Programs and Services

Limited resources and increasing demands to respond to unmet needs require that the college continue to improve its use of existing resources. Graduation day is perhaps the most visible affirmation that much of what goes on at the college is successful and needs only to be sustained. There are, however, areas in which the institution can improve its effectiveness and efficiency. For example, distance learning holds much promise for some career programs, such as

Nursing, where there is a need throughout the region to keep those in the profession current with new technology and changing community health needs. There are also new educational needs which can be addressed through the reallocation of existing resources. Major gains can be made through the use of new technology and software in many areas, such as the testing, recording and utilization of placement test data. The college is committed to exploring and implementing those changes and initiatives which can improve programs and services and increase productivity.

The college will explore ways to adapt the best of Total Quality Management (TQM) and other management techniques to improve programs and services. For example, at the present time, the college is taking part in a "benchmarking" pilot project sponsored by the National Association of Colleges and Universities Business Officers (NACUBO). The project is intended to create a systematic process for measuring and comparing work processes with peer institutions. Holyoke Community College is participating in the project to assist the college in measuring cost and service levels and to identify the best practices in order to use the information as a springboard for positive change. Management techniques which hold promise for this institution will be explored and utilized as appropriate. The college will encourage "breakthrough planning" which identifies strategic areas of concern and encourages teamwork through joint problem solving. These efforts will enhance communication at all levels of the college. The college will evaluate its current pattern of flat management, a product of half a decade of cutbacks, and identify middle management positions which need to be restored to improve the delivery of services as well as provide the kinds of professional development opportunities needed to keep talented and committed personnel at the college.

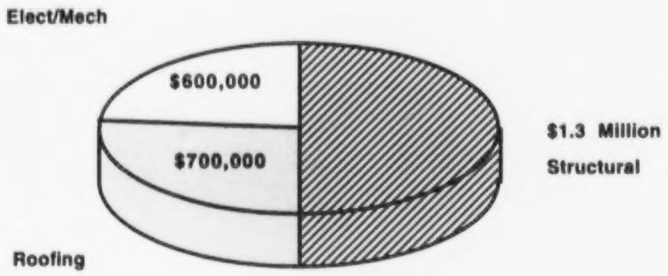
The college will adopt policies and procedures which foster consumer-oriented processes to help the college identify and respond to needs. Where appropriate, assessment mechanisms will be integrated into service delivery to provide feedback about services provided. In order to improve the use of existing resources, the college will systematically develop and use criteria which are appropriate for measuring the effectiveness of program and services provided by the institution. The college will institute processes for the regular evaluation of programs, services and activities to improve their responsiveness, effectiveness and efficiency. The college will develop strategies to encourage and reward proactive problem-solving efforts which improve productivity and effectiveness. The college will seek and support cost effective collaborative efforts which improve the utilization of institutional resources to carryout long-range objectives of the college. The college will continue to work toward the integration of DCE and Day Division programs as appropriate in accordance with the "One College" concept. The flexibility of DCE programming is an asset which the college will seek to maintain. The goal of these efforts will be to maintain the strengths of both Day and DCE programs while taking those steps to integrate services and administrative functions to increase efficiency and effectiveness.

Finally, the college must continue to take steps to find and employ strategies which will ensure that it maintains a competitive position in hiring and retaining outstanding faculty and staff. During the past fiscal year, the college has absorbed the considerable cost of salary increases and equity adjustments. Entry-level salaries at the college are now more market-driven than in the past so that the college can continue to attract and hire quality candidates. In the future, a substantial number of retirements are likely to occur. Consequently, the college will be losing highly qualified people and will need to replace them. In order to maintain the quality of instruction and service upon which its reputation rests, the college will continue to monitor its competitiveness in the recruitment and hiring of qualified faculty and staff.

Maintain and Improve the College's Physical Plant

Without question, the greatest barrier to maintaining and improving the quality of Holyoke Community College's physical plant has been the lack of adequate state support for capital outlay expenditures. Sporadic and insufficient capital outlay support has hindered the college's efforts to make needed repairs, invest in preventative maintenance and adapt existing physical space to accommodate programmatic and regulatory changes. As the chart below indicates, the estimated cost of deferred maintenance of the physical plant now totals $2.6 million dollars.

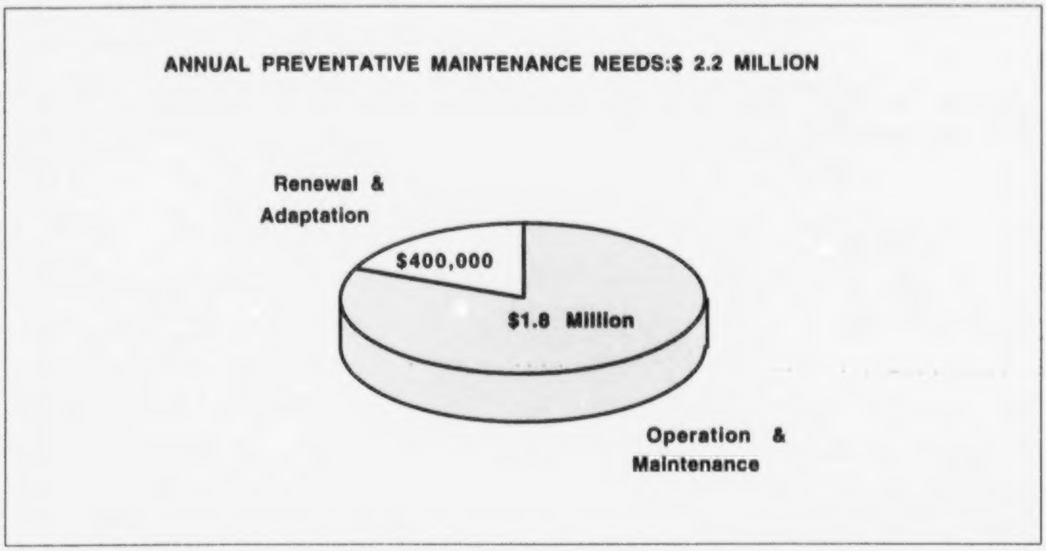
DEFERRED MAINTENANCE NEEDS: $2.6 MILLION



The institution recognizes that requests for capital outlay funds must be based upon current, credible analyses of need and must be part of a strategic investment plan that deals with both the short- and long-range facilities needs of the college. In order to seek funding to correct structural deficiencies, replace deteriorated roof systems and provide for plant renewal and preventative maintenance, the college commissioned the Gillen Study which was completed in 1988. This study documented many deferred maintenance problems and proposed solutions to these problems. Unfortunately, much of the recommended work has yet to be completed due to insufficient funds. In recent years, the troubling erosion of state funding for ongoing maintenance of state-owned buildings has led many public colleges to turn to the Health and Education Finance Authority (HEFA) to pay for physical plant maintenance with borrowed funds. The college believes this is a fiscally unsound strategy and will, therefore, continue to press for state appropriations to maintain the Commonwealth's $62 million dollar physical plant investment at Holyoke Community College. During the next five years, the college will be aggressive, persistent and persuasive in seeking capital outlay funding to address these deferred maintenance deficiencies.

But investment in deferred maintenance must also be accompanied by regular ongoing and preventative maintenance to enable the college to avoid the added costs of deferred maintenance and to adapt the physical plant to evolving programmatic needs and regulatory requirements. Using the Higher Education

Coordinating Council's formula for determining costs, the college estimates that it needs $2.2 million dollars annually to meet the ongoing and preventative maintenance needs of the campus.



ANNUAL PREVENTATIVE MAINTENANCE NEEDS:$ 2.2 MILLION

The college will vigorously seek the funding necessary to carry out preventative maintenance because without prompt remedial action the cost of repairs will simply escalate. Obtaining adequate funding for plant renewal and preventative maintenance is essential for the health and safety of students and fundamental to carrying out the mission of the institution.

Adapt and Renovate Existing Space to Improve Efficiency and Access

The resources needed to adapt the physical plant to the evolving needs of students and to comply with changing standards of access are particularly important at the present time because the college is constrained in its efforts to meet current and future educational needs by inflexible and outdated space. Enrollments at the college have risen by 17% over the last several years and this has created a serious shortage of office space and a scarcity of dedicated classroom and laboratory space, particularly at peak periods of the day. Furthermore, support programs never envisioned in the original design of the campus have continued to grow in importance. These programs cannot be appropriately and efficiently housed without reconfiguration and renovation of existing space.

Finally, although the campus was originally designed to meet the standards of barrier-free access for the physically challenged, changing standards and needs require the college to make additional enhancements to ensure students access to all college programs and services.

The institution will carefully examine current patterns of space utilization including the scheduling of classes and activities to identify and prioritize problem areas and possible solutions. This analysis will be driven by students' needs and will reflect as appropriate new approaches to the delivery programs and services. The college will take this opportunity to carefully evaluate and adjust scheduling of both Day Division and DCE classes and programs to maximize efficient use of limited space and improve utilization during off-peak periods. The college will endeavor to develop more flexible staffing patterns in order to accommodate students in peak periods and to identify and recruit specific groups of students who would prefer to use college facilities at nonpeak periods such as late afternoon or weekends. In addition, the college will expand the use of the campus for intensive courses during the summer and intersession to enhance access to programs.

Provide the Infrastructure and Space Required to Utilize New Technology

The college will aggressively seek funding for renovation and retrofitting of space and infrastructure investment required to enhance student learning through the use of emerging technologies and new instructional technologies. In order to offer a comprehensive assortment of technical programs and enhance the quality of programs and services, the college will adapt facilities to provide access to state-of-the-art equipment. Use of emerging technologies and new instructional methods and delivery systems, require flexible, appropriate space and planned investment in infrastructure and equipment. The college will update the language laboratory so that ESL and foreign language instruction at the college will be enhanced. In order to meet the growing need for alternative modes of instruction, the college will enlarge and reconfigure testing and learning assistance laboratory space to provide computer-based, self-paced remediation and instruction in language and mathematics. Classrooms and laboratories will be adapted to facilitate the incorporation of interactive multimedia software into the Nursing Program and other curricula. This institutional commitment to reconfigure and renovate laboratory and classroom space is essential in order to successfully seek and obtain grant funding to acquire new instructional technology and to speed the incorporation of new technology and methods into the curricula. The college will aggressively seek funding for renovation and retrofitting of space and infrastructure investment required to enhance student learning through the use of emerging technologies and new instructional technologies.

Acquisition of New Space

The college now serves over 6,500 students annually in a campus originally designed to house less than half that number. Unprecedented growth in enrollments and the development of services and functions never envisioned in the original design of the campus have created a space shortage of such serious proportions, that it can only be alleviated through the acquisition of additional space. The single biggest constraint to program expansion, particularly short-term training programs, is lack of space. Employment and training programs must be offered at times compatible with employer and employee needs and these programs often require intensive use of classrooms and computer laboratories which are booked to capacity. To address this problem in the short term, the college will explore the feasibility of leasing space off-campus to house these and other functions suitable to such locations. Off-campus sites must have adequate access to public transportation and parking and have the capability of being self-sustaining through revenue generated by program offerings.

In the longer term, in order to achieve its mission the college needs to obtain permanent facilities to accommodate a projected growth in enrollment, house new instructional programs and provide dedicated facilities to support the training and retraining needs of business and industry. In order to continue to provide high quality postsecondary education, the college will seek additional resources to implement the following new construction projects: 1) the construction of a new all-purpose convocation center/gymnasium which will also house a meeting/conference center for business and industry to be operated in conjunction with the Hospitality Management program, instructional space for health related leisure services and Culinary Arts programs; 2) Extend "A" building in order to provide suitable space for a workforce development center and additional classrooms and laboratories equipped to support the most advanced instructional needs; and 3) create a comprehensive Learning

Assistance Center with the equipment and facilities needed to provide individualized instruction, small group tutoring, skills assessment and supplemental instruction.

IMPLEMENTATION STRATEGIES FOR GOAL 5 FOR THE PERIOD JANUARY 1994 TO JUNE 1995

1. By April 1994, the Vice President for Institutional Development will oversee the completion of a feasibility study for a 50th anniversary fund raising campaign.
2. During 1994, the Development Office will create a computerized inventory of local employers and businesses in the region and initiate a regular newsletter to expand College outreach.
3. During 1994, the Director of Institutional Research will supervise the College's participation in the NACUBO sponsored "benchmarking" study.
4. In consultation with the Professional Development Committee, the Division Deans, the Vice President for Academic Affairs and appropriate Vice Presidents, will establish priorities for professional development activities each academic year and will develop strategies to deliver them.
5. By September 1994, the Director of Personnel in conjunction with the Director of the Computing Center will expand use of human resource system (HRS) as a personnel system and will make it accessible to Divisions.
6. By September 1994, a new E-Mail system and Calendar system will be installed on the network and training will be provided to all users by Computing Center personnel.
7. The Vice President for Administration and Finance will oversee the implementation of an on-line purchasing system to be completed by September 1994.
8. By October 1994, the Vice President for Administration and Finance will investigate the feasibility of using a one-card system for access to student data, copiers, cafeteria, bookstore, etc., and other means of improving access to information.

9. The Academic Computer Committee will establish a process to establish broad policy guidelines to guide equipment allocation priorities for academic computing.

10. The college will seek and provide the necessary resources to provide leadership and support for multimedia instruction in the classroom.

11. The Director of Resource Development will seek grant funding to supplement institutional resources to fully computerize the library card catalog and provide public access thereto.

12. By January 1994 the Vice President for Administration and Finance will establish a task force to explore short-term solutions to expand space for short-term training programs.

13. By April 1994, the Vice President for Administration and Finance will establish a task force to assess the needs for additional academic space to house programs and services related to technology.

14. By June 1994, the Vice President for Administration and Finance will initiate steps to hire one architectural firm to review the deployment of existing space for central functions including the Admissions Office, Registrar's Office, DCE and Financial Aid.

15. The college will establish priorities for the implementation of improvements for access for students with disabilities as per the established ADA plan.

16. By December 1994, the Director of Financial Aid will complete a streamline office operations and training, while preventing audit/program review exceptions.

17. By July 1994, the Director of Financial Aid will provide a plan for more consistent and timely award letters and denial letters to students.

GOAL 6: STRENGTHEN THE COLLEGE'S EXTERNAL RELATIONS

The college views itself as being the center of educational, cultural, recreational and social activities within the institution's service area. The college has worked systematically to increase community awareness of its mission and accomplishments and to assist the Alumni Association, the Holyoke Community College Foundation, and other college affiliated groups in their efforts to build support for the college. Today the college enjoys strong community support which provides the foundation upon which the future growth of the college rests. The college communicates regularly with key individuals and groups responsible for making decisions which affect the mission and funding for this and all Massachusetts public colleges. During the past several years Holyoke Community College provided the leadership for an aggressive campaign to inform the public at-large and government and educational leaders about the critical educational and economic contribution of community colleges to the welfare of the Commonwealth. These efforts played a pivotal role in building public support for increased funding for public higher education in the Commonwealth.

Future enrollments, opportunities for development of new programs and services, creation of collaborative partnerships with business and industry and area schools, and public and private financial support for Holyoke Community College are dependent upon maintaining a high level of awareness of the interests and accomplishments of the college and its graduates. The upcoming 50th anniversary of the founding of Holyoke Community College provides the institution with a unique opportunity to create and strengthen ties with the community and friends of the college. In order to strengthen the institution's external relationships, the college will pursue the following objectives.

OBJECTIVES TO MEET GOAL 6

- Increase joint planning and partnerships with business and industry
- Expand collaborative efforts with secondary schools and colleges
- Strengthen the college's relationships with other service providers
- Strengthen community and alumni financial commitment to the college
- Commemorate the 50th anniversary of the founding of the college
- Strengthen the cultural, recreational and social objectives of the college

LONG-RANGE STRATEGIES TO ACHIEVE GOAL

Close and cooperative working relationships with industry, colleges and secondary schools in the region enable the college to leverage its resources to expand educational access and support economic growth in the region. Holyoke Community College will build upon and expand these relationships to meet the diverse needs of the region.

Facilitating effective communication with area employers is one way to enhance the college's ability to expand service to area businesses, industries and agencies seeking direct workforce training and education. The college's Institute for Business and Industry will be an active participant in the newly created job training network, MASS-NET. Created by the President's Council, MASS-NET acts as a central referral agency to help businesses, government and professional groups identify and tap into the wide variety of programs available through the community colleges. MASS-NET will maintain an up-to-date inventory of existing community college programs and services, help customize new services when needed, and identify funding sources to support training initiatives. This network will facilitate customized education and training throughout the Commonwealth, promote greater collaboration with other community colleges and provide a vehicle for industries or organizations with multiple state locations to secure uniform training services at each location.

In addition to actively participating in MASS-NET, the college's Institute for Business and Industry will continue to expand its contract training programs within the region. The institute, established by the Division of Continuing Education in 1987, has developed numerous industry collaborative training programs and is increasingly involved in working with clients, such as AT&T and the Munson Development Center, to provide training and other services for dislocated workers. The expanding services provided by the institute include on-site training needs assessments, client participation in program design, implementation and evaluation, assistance in developing long-range training agenda, credit and noncredit programs taught by faculty who are experienced educators and practitioners and the delivery of programs at a time and location that is convenient for the client.

The college will also expand its use of the DACUM process which directly involves area employers and employees in curriculum development and revision. Through the use of volunteer employees, DACUMs enable the college to maintain and develop up-to-date programs which reflect current practices and trends in the field. An equally valuable outgrowth of the DACUM process is the formation of lasting relationships with participating businesses and organizations. Individuals and employers who participate in the process often develop a continuing interest in the success of the college and the programs they help revise or create. Many become more active in recruiting co-op students and graduates as well as serving as guest lecturers and providing financial support for the college. Strategies for using the DACUM process to strengthen curriculum offerings are identified in Chapter 4 since this process is an integral part of the feedback necessary to revise curricula, courses and admissions standards.

In addition to utilizing the formal DACUM process more extensively, the college will make a concerted effort to expand its outreach to business and the community by revitalizing and expanding curriculum advisory boards. This effort will give the college greater access to valuable expertise from practitioners in business and industry and employers in the community and heighten awareness of the college programs and services within the region. A new Resident Scholars program will enable the college to invite newly retired business leaders, faculty , artists, and other individuals with special talents and expertise to spend time on the campus working on various projects.

The college will continue to aggressively seek the opportunities and resources required to expand its partnerships with school systems and other service providers in the region. The college will design and secure funding for projects which introduce traditional and nontraditional secondary school students to the college. The college is already involved in a number of collaborative outreach programs which can serve as effective models to replicate or expand in the future. Tech Prep West, for example, is a consortium of three community colleges and eight vocational-technical high schools designed to provide a common core of proficiency in mathematics, science and communication to lead to a two-year degree or certificate in the target areas of business, technology and health sciences. The success of 2+2 curriculum development, staff development/in-service training and counseling support, drop-out prevention and employer linkages, which are key elements of the project, will be assessed for possible replication in other areas. The college will use lessons learned as it continues to develop and maintain articulation agreements with other secondary schools. As part of this effort to create a better transition to college, the college will regularly review the performance of students and share this assessment in an appropriate way with secondary schools which send significant numbers of graduates to the college.

Holyoke Community College's involvement with TOP, a consortium of a dozen Springfield businesses and seven postsecondary institutions and Central High School in Springfield, introduces high school students to the world of work and encourages and prepares them to pursue a postsecondary education. More such longitudinal programs are needed to help underachieving students make the connection between their studies and good jobs and which provide them with the specially designed curriculum to strengthen their basic skills so they can excel in later years.

School college collaborative programs which encourage students to stay in school and to consider higher education are an important strategy for maintaining enrollments in the future as well as generating community good will. The college will continue to seek funding for initiatives that bring middle school and high school students to the college for enrichment as well as remedial programs. College personnel will be encouraged to develop relationships with their counterparts in secondary schools in order to explore possible opportunities for collaborative programs.

Holyoke Community College has an active Alumni Association which has generated new resources for the college. Founded nearly 20 years ago, the association has gradually expanded its fund raising efforts so that it now raises sufficient funds to cover its own operating expenses, several scholarship programs and one or more college projects on a regular basis. Such projects have included installing call boxes in student parking lots, conversion of a college van for handicapped use, and extension of library hours during funding cutbacks several years ago. The association conducts an annual telefund staffed by volunteers and holds special events throughout the year. Although the telefund is by far the association's most successful fund raising strategy, total contributions have reached a plateau. The association needs to review all aspects of the telefund in order to develop a strategy that will expand contributions.

The association also needs to expand the number of alumni who are actively involved in the organization. Many of the loyal alumni who have served on the Alumni Council and the executive board for many years feel that it is time for a new group of volunteers to assume responsibility for the organization. Over the next few years, the association will pursue several strategies in order to increase the visibility of the organization and encourage alumni to become more active in alumni activities.

Beginning in the coming year, the college will host an annual alumni day organized around program areas of study, not year of graduation. The association will plan this day in conjunction with various departments and alumni working in the area. The day could involve seminars and possibly CEU credits for some professions. Other types of alumni outreach will include the extension of privileges to alumni, such as the use of as the Career Center and computer laboratories during designated times. An alumni mentor program would involve alumni in the college community in numerous ways such as tutors in the Learning Assistance Center, as speakers discussing particular career or employment opportunities with students on campus, as participants in an alumni job market networking program, or as a recruiter of other alumni mentors recommended from various sources. Alumni who attend an alumni-sponsored event, take advantage of an alumni privilege or become involved as a mentor are likely to be willing to volunteer for other types of alumni activities.

The 50th anniversary of the founding of Holyoke Community College will serve as a focal point for heightening awareness of the college's past and present accomplishments as well as a major fund raising effort. Laying the ground work for a year-long program of special events and a community-based fundraising effort will require many months of planning and preparation. In order to begin the planning process the college has established a task force composed of faculty, administrators, classified staff, alumni and foundation board members to explore potential ideas for special events, publicity, and fundraising. As the task force moves from the exploration stage to the feasibility stage, subcommittees will be created to investigate each major idea. Ideas that prove to be appropriate and viable will then advance to the planning stage. Ultimately, the entire college community will participate in the Anniversary Celebration.

Currently, the task force is exploring several themes. Since the college opened its doors on September 30, 1946, it seems appropriate to call attention to the actual anniversary date by planning a series of special events to recognize institutional accomplishments as well as the contributions of community and college leaders. At the same time, a convocation which marks the start of the second-half century of service also seems appropriate. Other events such as a community-based fair to call attention to the college's relationship with the cities and towns in its service area, an open house so that all members of the community have an opportunity to visit the college, and a regional conference on the role of a mature community college are being considered. A possible theme for a year-long advertising and public relations campaign is to feature prominent members of the community who attended Holyoke Community College. In addition to demonstrating how the college has influenced the lives and careers of former students, this type of campaign can also rejuvenate alumni interest in the college.

Certainly, the 50th anniversary provides an occasion to launch a major fund raising effort that would involve the Foundation and the Alumni. The college has never sought significant community support but it has become increasingly clear that private support will be critical to the institution in the future. State support and student fees will not be adequate to meet all of the institution's needs for facilities, equipment, and student aid programs. A successful fundraising campaign is dependent on a strong case for support and an accurate assessment of the community's willingness to support a particular project. Since the college has limited experience in fundraising, the advice and counsel of Foundation Board members who have been actively involved in other fund raising campaigns will be particularly valuable. Board members will also play a key role in carrying out any campaign. Although the expertise of these community leaders is central to the planning and execution of a fund raising campaign, the college may also need the assistance of a fundraising consultant to conduct a feasibility study, develop a campaign strategy and help the college develop the capabilities needed to support a volunteer-based fund raising campaign.

IMPLEMENTATION STRATEGIES FOR GOAL 6 FOR THE PERIOD JANUARY 1994 TO JUNE 1995

1. By January 1994, subcommittees established by the Vice President for Development to determine the feasibility of themes and events to

commemorate the 50th anniversary of the college, make a preliminary report to the Anniversary Task Force.

2. By April 1994, Clements Associates will report to the President and the Board of Directors of the Foundation regarding the feasibility of a major fund raising effort.
3. By June 1994, the Director of Resource Development will have submitted at least two proposals for school/college collaboratives to appropriate funding sources.
4. By May 1994, the Vice President for Institutional Development, the president of the Alumni Association and the Alumni Coordinator will have identified and proposed four new board members for the Alumni Executive Board.
5. By January 1994, the Vice President for Institutional Development, the Telefund Chairperson and the Alumni Coordinator will make recommendations to the Executive Board of the Alumni Association on strategies for strengthening the annual fund raising campaign.
6. By September 1994, the President will recommend at least one individual as a Resident Scholar for the 1994-95 academic year.
7. By June 1994, the Director of Business and Industry Services will prepare and disseminate a report on training initiatives developed in conjunction with MASS-NET.

GOAL 7: STRENGTHEN INSTITUTIONAL EFFECTIVENESS AND OUTCOMES ASSESSMENT TO IMPROVE THE QUALITY OF PROGRAMS AND SERVICES

During the next five years Holyoke Community College will make a concerted effort to enhance its capacity to assess institutional effectiveness and to act appropriately upon the results of these evaluations. The college is well positioned to strengthen institutional assessment. It already has in place an effective collegewide planning process through which the institution periodically reviews its mission and establishes priorities for future growth and development. The college has an established Office of Institutional Research capable of producing standardized and specialized reports required for effective ongoing institutional assessment. An advanced state-of-the-art student relational database is available to support sophisticated analysis of factors affecting student retention and performance.

There are a number of external pressures prompting the college to build upon these and other resources to strengthen its capacity to carry out institutional assessment. Accrediting agencies are now requiring institutions and programs to be far more explicit about expected educational outcomes and to describe how the achievement of these results will be ascertained.[3] The college must be prepared to meet the standards of national, regional and professional accrediting associations as they increase their emphasis on institutional and program assessment. Outcomes assessment is also being used to determine eligibility for state and federal programs and performance-based funding. Institutions of higher education can no longer presume that funding support will be forthcoming without credible measures of institutional performance. The college's ability to capture federal, state and private funding will rest upon its capacity to demonstrate effectiveness of programs in terms of student outcomes.

However, it is the intrinsic usefulness of outcomes assessment which presents the most compelling reasons for strengthening the college's capacity to assess institutional effectiveness. Effective institutional assessment, although still not a science, is an invaluable tool for guiding meaningful improvement of programs and services. Assessment defines quality as a reflection of outcomes or results rather than a reflection of resources or processes. It provides the basis for managing resources in a manner which addresses real problems and supports real strengths. Outcomes assessment can assist the college in its efforts to maintain academic standards and access to programs and services. A commitment and capacity to question and evaluate what students are learning also enables the college to measure the degree to which it is successful in carrying out its stated objectives. Being more explicit about desired learning outcomes and more rigorous in assessing their attainment, is the most effective way to assure that the college's performance will be measured by standards which are suitable to Holyoke Community College's mission and the goals of individual programs. It would be a mistake to allow others to define the criteria to be used to measure the effectiveness of the college in carrying out its mission. State oversight of higher education is by its nature "episodic," with shifting priorities and emphases and thus does not provide a sound basis for long-term institutional assessment. Instead, it must be based upon the mission of the college and the inherent benefits of assessment activities. Congruence between goals and desired outcomes can only be assured through systematic evidence-based assessment that is an integral part of the operation of the institution. Systematic information is needed for curricula reorganization, evaluation and adoption of new teaching methods, identification of problems and improvement of retention and academic achievement. Done well, institutional assessment will provide the insight and impetus required for needed change and institutional renewal which lies at the heart of sustaining program quality and self-improvement of educational services.

---

[3] SACS Commission on College's *Criteria for Accreditation*, 1988, p. 19.

In order to improve the college's ability to assess effectiveness of programs and services and to use this information to improve the quality of educational programs and services, the college will pursue the objectives listed on the following page.

OBJECTIVES TO MEET GOAL 7

- Design and adopt processes of summative evaluation of student learning outcomes designed to assure that agreed-upon competencies are met at appropriate levels by all graduates of each associate degree program offered by the college
- Improve the dissemination and use of institutional research by establishing in-house electronic access to standardized College enrollment, assessment

and student outcome reports and by providing easy access to other information central to accreditation and program review

- Create and implement regular program review and evaluation processes which trigger appropriate action to sustain program strengths and remedy weaknesses in accordance with the mission of the institution
- Enhance institutional capacity to collect, analyze and act upon measures of student satisfaction to improve the quality of programs and services offered by the college
- Solicit on a regular basis employer verification of competencies taught in curricula from which more than 50% of the students go directly into the job market upon graduation

LONG-RANGE STRATEGIES TO ACHIEVE GOAL

Graduation is clearly one of the most important credentials of achievement for matriculated students as well as indicators of success for the college. However, while the awarding of a degree is judged to be an important measure of quality and worth, this institution does not have a process in place for assuring that all curricula have a summative evaluation process to determine that students can in fact demonstrate specific agreed-upon competencies at appropriate levels for graduation. Therefore, a comprehensive summative evaluation process, both quantitative and narrative, will be fashioned and implemented for all curricula, to assure that degree attainment appropriately reflects the differing learning objectives of the wide range of curricula offered by the college.

The college has already developed a capacity to track and report student outcomes which many institutions are only beginning to approximate as they seek to meet the requirements of federal "right-to-know" mandates. The college has a computerized student tracking system capable of providing detailed information regarding students' demographic attributes and educational goals and tracking their attendance and academic performance over time. This relational database, which includes data on every Day and DCE student enrolled at the college since 1985, can be used to track and evaluate the academic progress of any individual or group of students previously or currently enrolled at the college. The college must now build upon this capability by expanding it to encompass noncredit contract training and by improving dissemination of assessment results. Better methods for distributing current research reports need to be developed so that information gets to those who need it in a timely fashion.

The college will take the necessary steps to publicize reports and information available and to provide electronic access to standardized reports and summary data produced by the Office of Institutional Research through the development of protocols and front-end software needed to provide the access over the local area network.

Holyoke Community College will develop more comprehensive and explicit approaches to measuring the success of the institution in carrying out its mission than it has utilized in the past. The long-range planning process has served the college well by focusing resources and attention on critical issues affecting the future development of the institution. It is recognized, however, that more can be done to strengthen the college's ability to measure the degree to which it is successful in carrying out its stated goals and purposes. Many of the initiatives contained in this long-range plan are directed toward these ends. In addition, the Long-Range Planning Committee will strive to work more closely with local and area planning units to develop, articulate and measure indicators of success related to unit and College-wide long-range planning goals. Through its planning and program review processes, the college will enhance and refine its ability to:

1) Articulate and develop standards by which central goals of the college will be measured;
2) Ensure that mechanisms exist to implement these standards;
3) Take steps to increase its capacity to document outcomes and disseminate appropriate information to students, faculty, staff and external constituents;
4) Develop and implement policies which utilize measures of institutional effectiveness and mandate appropriate action to improve programs and services.

The college will establish procedures to regularly monitor its effectiveness in achieving its mission and purposes and strive to make its assessment efforts comprehensive, systematic, and an integral part of programs and services offered by the college. Results of assessment activities will be closely linked to the college's broad-based planning process and the allocation of resources.

Because the mission of a community college is a complex one, the college will employ as appropriate multiple measures of effectiveness in order to fully reflect and gage whether the college has achieved its intended goals. This comprehensive review of effectiveness will include at a minimum measurement of the following kinds of outcomes which were identified in "Assessing Institutional Effectiveness in Community Colleges," League of Innovation in the Community College. (See Appendix F for a more detailed assessment guide developed in the report.)

ASSESSING EFFECTIVENESS OF TRANSFER MISSION

- achieving educational outcomes
- accomplishing transfer
- succeeding as a transfer student
- articulating courses and programs

ASSESSING CAREER PREPARATION MISSION

- achieving educational outcomes
- fulfilling student goals
- meeting employer needs
- contributing to economic development

ASSESSING BASIC SKILLS AND DEVELOPMENTAL EDUCATION MISSION

- achieving educational outcomes
- meeting student needs
- meeting community expectations

ASSESSING ACCESS MISSION

- providing educational opportunity for targeted and special populations
- promoting success for all students

ASSESSING NON-ACADEMIC AREAS SUPPORTING MISSION

- cost-effectively achieving anticipated outcomes
- meeting needs of clients

Indices of effectiveness used to evaluate the many facets of the college's mission will be both qualitative/narrative and quantitative. Some, such as placement and transfer rates of graduates, are already routinely available. Other outcome measures, such as success of transfer students, and satisfaction of employers, and the satisfaction of students with programs and services will require data collection design and implementation before they can be made available on a routine basis. Appendix F provides suggested questions and data sources for use in institutional assessment which may serve as a guide to the college's efforts. The benchmarking pilot project currently providing information about the operations of non-academic units may assist the college in assessing data needs and areas worthy of further analysis before outcomes can be adequately assessed. Program and course reviews are not new to the college, but a systematic process and regular cycle of reviews does not presently exist. By establishing a five-year cycle of reviews for all programs offered by the college, assessment of program objectives and outcomes will be guaranteed on a regular basis.

The college will also expand the scope of its analysis of graduate outcomes. For more than fifteen years, the college has conducted an annual survey of its graduates in their first year out. But surveys of the accomplishments and attitudes of graduates five to ten years out have never been conducted on a regular basis. By obtaining a longer-range view of graduates' evaluation of the adequacy of their education and training at the college and by compiling a comprehensive profile of graduate achievement over a longer period of time, the college can develop a better understanding of the strengths and weaknesses of the institution which withstand the test of time. The college will, therefore, institute a periodic survey of graduates five years after graduation in addition to the one-year-out graduate follow-up survey which is conducted annually.

Employer satisfaction surveys and transfer student data will also be reviewed and expanded as necessary to provide the college with more detailed and current evaluations of the adequacy of career and transfer programs and services at Holyoke Community College. This will mean that the college will devote the necessary resources to enable the institution to cost effectively increase the use of survey research to support institutional assessment.

IMPLEMENTATION STRATEGIES FOR GOAL 7 FOR THE PERIOD JANUARY 1994 TO JUNE 1995

1. By December of each year, the Director of Institutional Research will prepare a report for the President on declining demand and high growth programs.
2. The Director of Institutional Research will annually update and distribute to the Vice Presidents and Deans a retention report identifying high risk courses as per guidelines developed under the Title III project ending in 1993.

3. By August 1994, the Vice President for Academic Affairs will establish a five-year cycle of reviews for all programs offered by the college and establish a mechanism to assure that such reviews are appropriately carried out. The first round of reviews will be initiated in September 1994.
4. The Director of Institutional Research will design, implement and periodically publish a one-year and five-year out transfer follow-up survey which tracks placement, retention and academic achievement of Holyoke Community College transfer students.
5. The college will seek the staff resources to research curriculum opportunities, conduct DACUMs on new and existing curricula, and coordinate the development and revision of associate degree and certificate programs.
6. By September 1994, the Vice President for Academic Affairs will establish a broadly representative task force including faculty and the math learning specialist to establish a minimum level of computer and computational skills required of all students for graduation and to determine alternative means by which students can obtain and provide evidence of these skills.
7. By September 1994, the Vice President for Academic Affairs will appoint a task force of individuals to review the core curriculum and distribution requirements to recommend a plan for strengthening computer literacy and critical thinking skills. The college will seek and secure grant funding to support these efforts.
8. The Director of Institutional Research will assist the Director of Admissions and Transfer Affairs in developing an automated process for tracking the implementation of recruitment goals.
9. During 1994, the Development Office will create a computerized inventory of local employers and businesses in the region which will serve as a basis for routine sample survey of employer needs and assessment of College programs.
10. During 1994, the Director of Institutional Research will supervise the college's participation in the NACUBO sponsored "Benchmarking" study and review results with the Vice Presidents to assess data needs and areas for further assessment.

APPENDIX - A

Program Planning Process: Current Programs - Day Division

Current curricula must be reviewed annually to identify and evaluate any changes in enrollment and placement patterns that may influence the future growth of a program. In order to identify significant changes, a four-year history of applications, total enrollment and related placement will be used, and each curriculum will be compared to the all-college statistics compiled over the same period. This analysis will allow the College to categorize curricula in the following manner:

A. **Growth-Oriented Curricula:** Those programs of study which have exhibited both of the following characteristics over a four-year period:
   1. An overall rate of growth in applications and enrollment which exceeds the rate of growth exhibited by the College as a whole;
   2. A rate of related placement equal to or greater than the all-college rate.

B. **Stable Demand Curricula:** Those programs of study which have exhibited both of the following characteristics over a four-year period:
   1. A stable or fluctuating pattern of applications and total enrollments in which the overall rate fluctuates in a range of plus or minus 9 percent from the all-college rate;
   2. A rate of related placement in two of the three years which fluctuates in a range of plus or minus 9 percent from the all-college rate.

C. **Declining Demand Curricula:** Those programs of study which have exhibited one or both of the following characteristics over a four-year period:
   1. An overall decline of 10 percent of more in both applications and total enrollment;
   2. A rate of related placement which is below the all-college rate by 10 percent or more in two of the three comparison periods.

By December of each academic year, the Dean of Academic Affairs will identify those curricula which exhibit a pattern of declining student demand (as defined above), conduct a study designed to determine the cause for the decline, and assess the long-range potential of the curricula. The Dean will submit recommendations for action to the President.

By February of each academic year, the Dean of Academic Affairs will identify those curricula which exhibit a growth pattern of student demand (as defined above). The long-range potential of these curricula will be determined, resource needs identified, and realistic enrollment goals determined.

APPENDIX - B

Holyoke Community College Fall Day Division Enrollment By Curriculum

Curriculum	1989	1990	1991	1992	1993
Accounting	111	106	109	113	101
Arts & Science	906	1280	1509	1677	1711
Bank Certificate	1	0	0	0	0
Bridge (1)	44				
Business Administration	290	299	279	250	224
Business Education	1	0	0	0	0
Business Studies	243	260	216	199	169
Computer Electronic Technology	2	0	0	0	0
Computer Information Systems	50	94	78	79	84
Computer Literacy Certificate	0	0	3	0	0
Computer Science (2)	10	3			
Developmental Disabilities Technology	1	1	0	0	0
Dietetic Technology (2)	4	1			
Early Childhood Education (3)	277	275	154	154	154
Electronics Technology	31	25	1	3	0
Engineering	92	85	88	97	87
English As A Second Language (1)	119				
Environmental Science	35	46	62	78	97
Executive Office Administration	56	50	38	68	34
Graphic Design Certificate	17	14	2	4	12
Hospitality Management	106	100	116	152	122
Law Enforcement	143	193	219	218	248
Legal Office Administration	40	42	48	50	53
Liberal Studies	0	1	2	1	1
Medical Office Administration	4	0	0	0	0
Medical Records Technology	3	1	0	0	0
Music	57	70	66	51	54
Nursing	117	123	113	125	128
Office Administration	0	0	0	1	4
Office Assistant Certificate	0	0	0	0	3
Ophthalmic Technology Certificate (2)	0	24			
Radiological Technology	34	41	47	46	44
Retail Management	47	62	51	39	42
Seniors Program	35	13	1	4	11
Veterinary & Animal Science	42	65	65	61	71
Visual Art	76	65	52	86	66
Women In Transition (1)	79				
Word Processing Certificate	4	5	16	11	19
Non-Matriculated	25	22	20	66	65
TOTAL	**3102**	**3366**	**3356**	**3646**	**3619**

(1) As of 1990 Transition Students were reported by major.

(2) Program discontinued.

(3) As of 1991, Early Childhood Education totals no longer include students enrolled in Arts & Science Early Childhood Education Option. These students are now counted as Arts and Science.

Source: Office of Institutional Research, Holyoke Community College.

NEW FALL ENTRANTS PERSISTING TERM TO TERM 1985 - 1992

(NAP, GED, TRS, & NHG)

TOTAL DAY DIVISION ENTRANTS

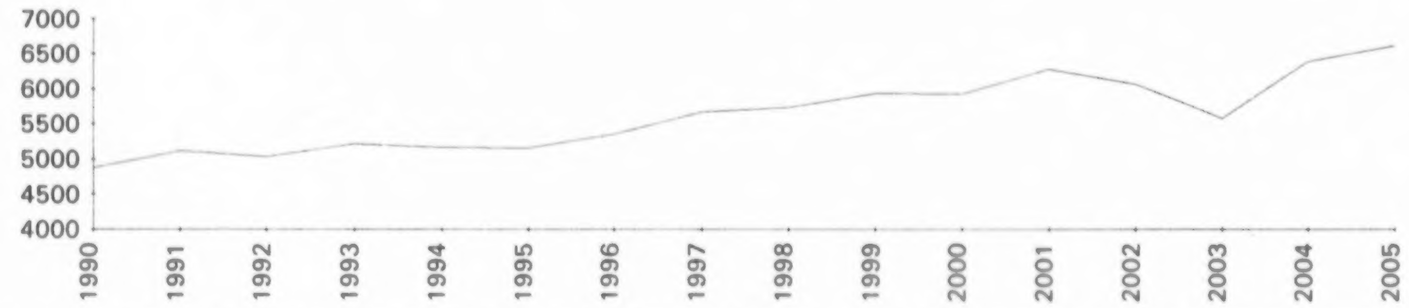
New Cohort	Number Term1	Number Term2	Number Term3	Number Term4	Number Term5	Number Term6	Number Term7	Number Term8	Number Term9	Number Term10	Number Grads To Date
Fall 1985	1223	872	609	516	276	187	68	49	22	17	444
Fall 1986	1223	904	637	528	303	198	68	54	18	13	411
Fall 1987	1215	878	576	471	251	173	63	36	18	11	364
Fall 1988	1277	929	650	549	305	188	63	46	25	2	402
Fall 1989	1114	867	594	492	283	198	73	22			304
Fall 1990	1177	880	595	489	287	103					256
Fall 1991	1163	852	576	409							76
Fall 1992	1312	959									7

New Cohort	Percent Term1	Percent Term2	Percent Term3	Percent Term4	Percent Term5	Percent Term6	Percent Term7	Percent Term8	Percent Term9	Percent Term10	Percent Grads To Date
Fall 1985	100%	71%	50%	42%	23%	15%	6%	4%	2%	1%	36%
Fall 1986	100%	74%	52%	43%	25%	16%	6%	4%	1%	1%	34%
Fall 1987	100%	72%	47%	39%	21%	14%	5%	3%	1%	1%	30%
Fall 1988	100%	73%	51%	43%	24%	15%	5%	4%	2%	0%	31%
Fall 1989	100%	78%	53%	44%	25%	18%	7%	2%			27%
Fall 1990	100%	75%	51%	42%	24%	9%					22%
Fall 1991	100%	73%	50%	35%							7%
Fall 1992	100%	73%									1%

PUBLIC & PRIVATE HIGH SCHOOL SENIOR FORECASTS: 1995 - 2005

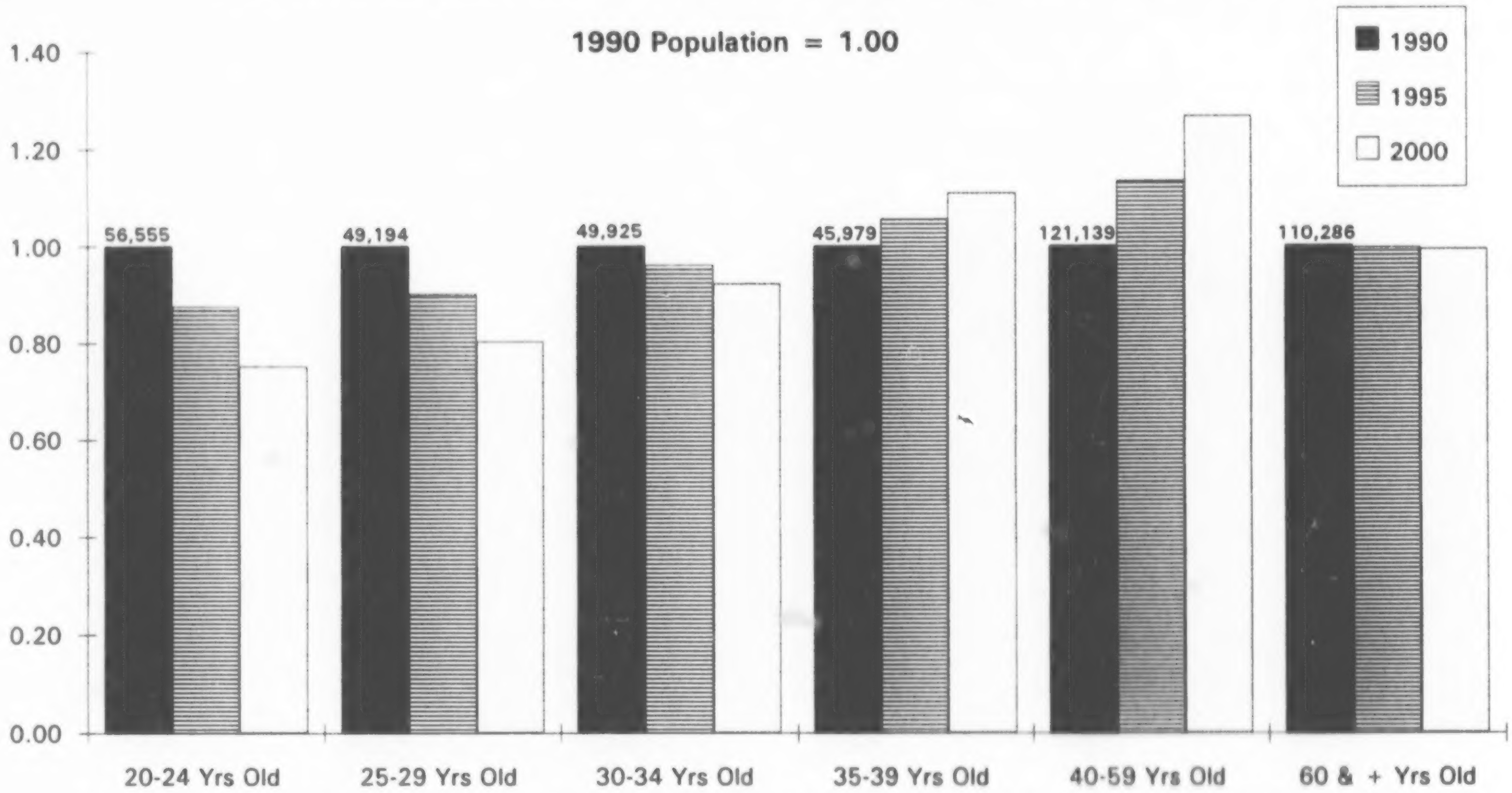
City/Town	% '93 Draw	Actual		High School Senior Forecast													
		1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005
Holyoke	14%	389	412	380	471	442	450	475	463	479	504	482	514	522	471	599	581
Chicopee	13%	533	554	480	571	558	493	532	563	567	575	538	574	529	512	518	548
Springfield	13%	1277	1372	1426	1521	1487	1413	1484	1538	1570	1651	1627	1779	1712	1190	1824	1878
Westfield	8%	379	386	388	430	415	467	428	478	470	485	523	585	476	685	528	534
W. Springfield	6%	215	289	278	257	212	231	251	267	245	261	283	277	272	267	258	280
Northampton	5%	233	220	259	215	256	235	233	282	276	295	257	271	299	248	301	302
Easthampton	5%	191	151	182	173	167	169	172	175	158	161	185	158	193	149	192	224
Agawam	5%	298	304	257	235	267	286	275	305	327	292	291	305	276	281	333	345
South Hadley	4%	161	135	143	147	138	151	151	169	171	155	191	206	196	233	163	187
Belchertown	4%	105	124	113	91	123	127	151	177	172	243	220	250	253	213	254	286
Ludlow	3%	199	238	234	231	204	233	255	252	257	268	254	262	270	310	287	290
Amherst	2%	199	164	202	207	206	213	246	257	303	322	340	336	341	364	364	365
Granby	2%	55	131	67	80	68	60	65	82	67	75	80	77	88	73	100	90
E.Longmeadow	2%	148	169	166	174	180	160	196	214	200	190	203	214	218	184	224	221
Southampton	1%	56	55	60	63	64	71	59	69	81	84	85	94	77	71	84	116
Ware	1%	102	111	104	89	87	96	80	75	84	91	91	87	82	68	48	59
Longmeadow	1%	239	220	218	190	212	217	222	213	212	184	194	217	181	181	227	218
Monson	1%	91	81	71	72	76	83	76	92	97	96	78	68	76	77	80	86
Total	90%	6860	7107	7020	7210	7156	7150	7347	7668	7734	7931	7922	8275	8063	7580	8388	8615

HIGH SCHOOL SENIOR FORECAST FOR HCC TOP DRAW CITIES & TOWNS



Source: Massachusetts Institute of Social and Economic Research, University of Massachusetts at Amherst

Hampden & Hampshire Counties Population Change By Age Group: 1990, 1995, 2000



Source: State Data Center, Massachusetts Institute of Social and Economic Research, University of Massachusetts at Amherst

APPENDIX - F

DETAIL ASSESSMENT GUIDE

Source:

Assessing Institutional Effectiveness in Community Colleges

League of Innovation in the Community College

A Guide to Assessing Career Preparation

Achieving Educational Outcomes

	Questions		Data Sources
1.	Are students attaining course and/or program outcomes?	1.	Competency testing; transfer rates to four-year institutions; follow-up surveys/ interviews with employers on job performance and retention; licensure and certification exams
2.	Are students successfully completing programs?	2.	Program completion rates; program GPAs; assessments of program-exit competencies (apart from course examinations)
3.	What are students' success rates on standardized licensing examinations? (e.g., nursing graduates' performance on the state examinations)	3.	Results on licensing and certifying board examinations
4.	Are students achieving a broad general education?	4.	Standardized assessment instruments; "capstone" courses; communication and computational skills in course assignments; observation of ability to work cooperatively; follow-up surveys of employers

Comment: As noted in an earlier section, the degree to which a general education core is feasible in technical and career programs varies. Even so, measurement of student skills in this area is important to the assessment of the overall effectiveness of the career mission.

Fulfilling Student Goals

	Questions		Data Sources
5.	Are individual students achieving their educational goals?	5.	Enrollment profiles, including data on educational goals; student surveys
6.	Are career programs designed to meet the needs of a variety of subgroups? (e.g., first-time job seekers, retraining workers, returning women)	6.	Student profiles and demographics; faculty profiles and demographics; class size; student/faculty ratios; content analysis of programs, courses, and services to insure that a comprehensive set of offerings are available to address diverse needs; surveys of students and community on perception of needs and availability of programs

Comment: Because individuals pursue diverse educational goals and enroll in a variety of courses/programs, researchers need samples from a wide range of courses/programs to determine goal attainment from differing subgroups.

	Questions		Data Sources
7.	Are individuals satisfied with the overall instruction, delivery, and content of the course, program, or service?	7.	Surveys/interviews of current and former students

A Guide to Assessing Career Preparation

Questions	Data Sources
8. Are students finding jobs in the areas of their training? attaining promotions? able to change careers?	8. Follow-up surveys/interview with students; military files; wage and salary records of state departments of labor; college placement service records
9. Are college placement services effective in assisting students find jobs after program completion and/or goal attainment?	9. Placement service records; student follow-up surveys/interviews
10. Are career counseling services effective in helping students make appropriate career choices?	10. Interviews/surveys/focus groups with both current and former students
11. Do students who complete "two plus two" programs progress to the university portion of the program without difficulty?	11. Transcripts; transfer institution records; follow-up surveys of program completers
Meeting Employer Needs	
12. Do career programs and courses meet the hiring needs of local employers?	12. Employer surveys/interviews; analysis of program/course offerings; labor market supply and demand data; advisory council reviews
13. Are the skills taught in courses and programs up-to-date and appropriate for the local job market?	13. Follow-up surveys/interviews/focus groups with former students and their employers; labor market supply and demand data; advisory council reviews

Comment: Employer follow-up surveys are generally conducted after the student has left the program. It is important to note that these surveys focus not on the job performance of individual, former students, but rather on the job-related knowledge, attitude toward work, communication and interpersonal skills, and the overall job preparation the employee brings to the position. To the degree possible, employer follow-up surveys should focus on the career education a former student received rather than on the student personally. This distinction is a difficult but important factor to incorporate into the design of employer follow-ups.

14. Are customized training programs meeting the needs of employers? Are they meeting the needs of employees?	14. Surveys of participants; exit interviews with employer representatives and employees to determine overall satisfaction, met and unmet expectations and needs, and suggestions for program improvement
15. Are apprenticeship training programs meeting the needs of organized labor? Are they meeting the needs of apprentices?	15. Surveys of participants; exit interviews with apprentices and representatives of labor

Comment: Effectiveness in providing contract and customized training for business, industry, and labor is also an important issue in assessing the continuing education and community service mission discussed in the following pages.

A Guide to Assessing Career Preparation

Contributing to Economic Development

Questions	Data Sources
16. Do community members perceive that college career preparation programs are effectively meeting their career needs, as well as contributing to the economic well-being of the community?	16. Community surveys, interviews, and focus groups
17. Do career programs (and the college as a whole) make a significant economic contribution to the community?	17. Economic impact studies; number of employers attracted to the community by the quality and availability of career preparation programs; number of businesses who have employees who have learned or improved job skills at the community college

Jeffrey A. Seybert
Johnson County Community College

BEST COPY AVAILABLE

completion studies are themselves poor measures of whether programs have succeeded in preparing students for postsecondary studies.

A comprehensive assessment of a community college's performance of its basic skills and developmental education mission should involve measurement of the following outcomes:

- Achieving educational outcomes
- Meeting student needs
- Meeting community expectations

The following key questions and data sources can assist a college to conduct such an assessment.

A Guide to Assessing Basic Skills and Developmental Education

Questions	Data Sources
Achieving Educational Outcomes	
1. Are students attaining the skills identified as course and program objectives?	1. Pre- and post- competency testing, including assessments of nonacademic skills; follow-up surveys, interviews, or focus groups with teachers and employers; grades in courses; case studies
2. Are students completing courses and progressing through programs at reasonable rates?	2. Student enrollment records; grades in courses; follow-up surveys and interviews with students; records of time on task
3. Are students progressing to and succeeding at the next level of education? in postsecondary education programs?	3. Student enrollment records; grades in courses; follow-up surveys and interviews; results of studies comparing the performance of students who have completed developmental programs with those who enrolled directly in postsecondary programs

Comment: Because underprepared students often follow intermittent enrollment patterns, longitudinal follow-up studies will require a data base and research design that extend at least five years from initial enrollment. Long-term longitudinal follow up is particularly important for underprepared students because their initial goals might not include enrollment in the next level of education, or they may not enroll in a postsecondary program immediately upon attaining basic skills competencies.

4. Are students from different subgroups succeeding at comparable rates? Are student success rates comparable among the various college programs for underprepared students?	4. Student enrollment records; indicators of student success by program

A Guide to Assessing Basic Skills and Developmental Education

Meeting Student Needs

Questions	Data Sources
5. Are students' career and personal development needs being met?	5. Pre- and post-tests using affective instruments; educational planning documents; follow-up surveys, interviews, and focus groups with students; case studies

Comment: Implementing college processes that assist students to identify and regularly update their individual career and personal goals is a key step in assessing goal attainment. This must be done especially carefully with underprepared students, for many begin programs with vague or unrealistic goals.

Questions	Data Sources
6. Are students satisfied with course and program content, teaching methodologies, and support services?	6. Surveys, interviews, and focus groups with students
7. Are assessment tests placing students in courses appropriate for their skills?	7. Course grades; teacher assessment of appropriate placements; test scores; high school grades; results of studies correlating placement recommendations and course success
8. Are developmental students being successfully integrated into college life?	8. Surveys, interviews, and focus groups with students; records of student participation in extra- or co-curricular activities

Meeting Community Expectations

Questions	Data Sources
9. Are a reasonable number of high school dropouts, illiterate adults, and ESL students enrolling in appropriate college programs?	9. Student enrollment records; comparisons with national, state, and community census data and estimates of target populations; other secondary sources of data, including social service agencies, churches, etc.
10. Does the college cooperate effectively with other service providers in the community?	10. Inventory of other educational programs and related services in the community; evidence of cooperation, including client referrals, resource sharing, etc.; interviews with community leaders
11. Do college programs for underprepared students assist in reducing related social and economic problems?	11. Agency studies; state and community socio-economic data; crime data; interviews with community leaders

Comment: Establishing a causal link between college programs for underprepared students and reduction in poverty or crime rates may be beyond the scope of college efforts. However, more direct relationships, such as those between college programs and increased community literacy levels, should be documented if feasible.

John Quinley
Central Piedmont Community College

A Guide to Assessing Continuing Education and Community Service

Questions	Data Sources
Achieving Educational Outcomes	
1. Are individuals achieving their educational goals?	1. Data on individuals' educational goals collected upon enrollment; student surveys on goal attainment upon completion of or withdrawal from a course or program
2. Are customized training programs or other targeted courses meeting the needs of the individuals for which they are intended and the sponsoring company, agency, or group?	2. Surveys or interviews with participants upon exit; follow-up interviews with sponsors to determine overall satisfaction and suggestions for improvement
Attaining Program Outcomes	
3. Are continuing education programs achieving their intended direct outcomes? intended indirect outcomes?	3. Follow-up surveys and interviews of students; course syllabi; program competencies; performance on course tests; indicators of indirect benefits
4. Are continuing education courses, programs, and services having positive impact on the social and economic development of the community?	4. External data sources on community socio-economic conditions; periodic assessment of economic impact; number of businesses attracted to the community due to college programs; number of existing businesses, agencies, or community groups served; number of community issues or problems addressed
5. Do the benefits of offering a specific course, program, or service outweigh the costs?	5. Comparison of institutional financial data to direct and indirect benefits

Comment: The answer to this question depends , in large part, on the college's policy decision to offer continuing education courses, programs, and services on a cost-recovery, profit, or subsidy basis.

6. Are continuing education programs being implemented as designed?	6. Periodic assessment to determine whether or not program failures result from poor design or improper implementation
Meeting Community Needs	
7. Is the community aware of the college's continuing education and community service programs? What is its perception of them?	7. Community surveys and/or focus groups
8. Is the community participating in these programs and using these services?	8. Enrollment and attendance reports

A Guide to Assessing Continuing Education and Community Service

	Questions		Data Sources
9.	Are continuing education programs, courses, and services designed to meet the needs of various groups in the community, including the young, old, different economic classes, employed, unemployed, etc.?	9.	Content analysis of programs, courses, and services to ensure that a comprehensive set of offerings are available for a variety of needs
10.	Are the continuing education courses, programs, and services accessible to individuals and various groups throughout the college's service area?	10.	Community and student surveys/interviews; analysis of geographic location of programs in relation to major traffic arteries and public transportation; enrollment profiling by zip code; enrollment profiling by different client groups
11.	Are individuals satisfied with the overall instruction, delivery, and content of the course, program, or service?	11.	Surveys/interviews of current and former students
	Bridging to Other Missions		
12.	Do continuing education and community service programs help attract students to other college programs?	12.	Analysis of student enrollment patterns among programs; student surveys, interviews, and focus groups
13.	Are innovative instructional formats, operating procedures, and other innovations piloted in continuing education and community service programs adopted by other college programs?	13.	Interviews with faculty and administrators of continuing education and community services; analysis of spread of innovation
14.	Does the college facilitate the easy transition from continuing education and community service programs to other college programs?	14.	Surveys, interviews, and focus groups with students
15.	Is the organizational relationship between continuing education/community service and other college divisions cooperative?	15.	Interviews with administrators and faculty in each area

John Cosgrove
St. Louis Community College

Such assessment can be focused in the following key areas:

- Providing educational opportunity for targeted and special populations
- Promoting success for all students

The following questions and data sources can assist a college to conduct a comprehensive assessment of its effectiveness in accomplishing the superordinate mission of the modern, comprehensive, American community college: providing access to all who can benefit.

A Guide to Assessing Access

Providing Access for Targeted and Special Populations

Questions	Data Sources
1. Are an appropriare array of programs and services available for targeted and special populations?	1. Community needs assessment; national, state, and local population data; other socio-economic data on community; surveys, interviews, or focus groups with other providers of services in the community; comparison of available services with expressed and estimated needs
2. Are a reasonable number of targeted and special populations being served by college services and programs?	2. Student enrollment data; data on student use of selected services; examination of scheduling and accessibility of services
3. Are targeted and special populations of students reasonably distributed across all college missions? How does this compare to the distribution for all students?	3. Student enrollment and profile data; comparison of demographic characteristics of students enrolled in transfer, career preparation, basic skills/developmental education, and continuing education/community service programs
4. To what extent are program goals for special populations being reached? How do goal attainment rates compare to those for all students?	4. Program completion rates; transfer rates; job placement rates; surveys and interviews with employers; results of certifying board examinations, standardized assessment tests, and competency assessments; course grades and GPAs; enrollment and success in programs at the next educational level and/or college courses; follow-up surveys, interviews, and focus groups with students and sponsoring organizations
5. To what extent are students from targeted and special populations achieving their individual goals? How do success rates compare to those for all students?	5. Student surveys, interviews, and focus groups; comparison of student outcomes to intended student goals

Comment: These key questions on proportionate enrollment, program outcomes, and individual goal achievement should be asked separately for each targeted or special population of concern to the college. A comprehensive response to the question of whether the college is effective in promoting meaningful access for special populations of students is a composite of these separate analyses.

6.	Are relationships with other service providers in the community cooperative and effective in serving client needs?	6.	Community services; interviews with program staff from the college and service providers
Promoting Success for All Students			
7.	Are students receiving timely and accurate information about college services and programs?	7.	Student surveys, interviews, and focus groups
8.	Is assessment of student skills upon entry effectively placing students in appropriate courses and programs?	8.	Course grades; surveys and interviews with students and receiving instructors; analysis of comparative student success rates in courses by placement recommendation or assignment
9.	To what extent do students use various student development services? How effective are these services?	9.	Student use data by service; student surveys, interviews, or focus groups; analysis of student achievement and/or goal attainment by use of services; other indicators of impact of services
10.	To what extent do students use various academic support services? How effective are these services?	10.	Student use data by service; student surveys, interviews, or focus groups; analysis of student achievement and/or goal attainment by use of services; other indicators of impact of services
11.	How well has the college anticipated barriers to student success and provided an effective programmatic response?	11.	Inventory of special services offered to students; student-use data; student surveys, interviews, and focus groups
12.	Does the campus climate encourage and support success for all groups of students?	12.	Data on student involvement in campus life; student surveys, interviews, and focus groups; comparative analysis of survey results by student characteristics
13.	Do college professional and staff development programs assist in developing an appreciation for the value of diversity? Do they assist in providing skills in working with diverse student populations?	13.	Analysis of staff and professional development programs

Katharine Muller
Miami-Dade Community College

APPENDIX - G

MEMBERS OF THE LONG-RANGE PLANNING COMMITTEE
1993-94

Joan Culley, Health Related, Chair
Laura Coelen, Resource Development, Vice Chair
Carrie Buckner, Learning Assistance Center
Judith Campbell, Learning Resources Center
Frank Cressotti, Humanities
Richard Defoe, Business Division
Julie Dupuis, Science/Engineering/Mathematics
Nancy Eddy, Vice President of Administration and Finance
Wayne Emerson, Continuing Education
George Gaudette, Social Sciences
Elaine Ironfield, Vice President of Institutional Development
Murray Schuman, Dean of Social Sciences
Toby Tamarkin, Vice President of Academic Affairs
Victor Thomas, Science/Engineering/Mathematics